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ABSTRACT

This document reports on second year meetings of a curriculum development project in the war/peace field; SO 001 259 is the first year's report. Twenty-two teachers of English, science, and social studies participated for an introduction to the Project and its goals, and for experience in a conflict simulation game. Other purposes were to: 1) test the application of a new set of criteria for evaluating the value and political assumptions of resource materials and to demonstrate the necessity for such criteria; 2) outline the resources available; 3) present an introductory outline of the technical aspects of curriculum development. The simulation game is described in detail and summary of the discussion on social crisis in the United States is included. Appendices present sample questions from the resource evaluation, and guidelines for preparing a teaching-learning unit. The second workshop was devoted to developing objectives, techniques, and content of interdisciplinary units on Conflict and Conflict Resolution. Included in the appendices are: 1) diagram of Project 1971; 2) definition of the knowledge, affective, and skills objectives to be developed; 3) an outline of developmental ideas on conflict; and, 4) a model unit outline on Methods of Conflict Resolution. Discussion notes give ideas for relating science education to education about war, peace, conflict, and change. Each workshop report lists participants, consultants, and activities. Related documents are SO 001 259 through SO 001 266. (Author/JSB)

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SP001267

# WORKSHOP REPORT

## FIRST MEETING OF THE 1970-71 WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE

DECEMBER 3 and 4, 1970

A PROGRAM OF

THE DIABLO VALLEY EDUCATION PROJECT

AFFILIATED WITH

THE CENTER FOR WAR/PEACE STUDIES

CARRIED OUT IN

MT. DIABLO UNIFIED SCHOOL DISTRICT
CONTRA COSTA COUNTY, CALIFORNIA

CONTENTS


I. SUMMARY . . . . . 1

II. BACKGROUND . . . . . 2

Recruitment . . . . . 3

III. PURPOSES OF THE WORKSHOP . . . . . 4

IV. PARTICIPANTS . . . . . 5

V. CONSULTANTS . . . . . 6

VI. HOST . . . . . 7

VII. AGENDA . . . . . 8

VIII. CONTENT OUTLINE . . . . . 11

A. Social Crisis in the United States . . . . . 11

B. The Simulation . . . . . 12

The Situation . . . . . 12

The Players . . . . . 12

The Play . . . . . 13

Debriefing . . . . . 14

Critique . . . . . 15

C. Resources . . . . . 16

Evaluation of Resources . . . . . 16

Resource Assistance . . . . . 16

D. Technical Aspects of Curriculum Development: A Model . . . . . 16

Chart: Learning Activities for Curriculum Unit Development Intake-Organize-Expressive Pattern (Abbreviated) . . . . . 18

IX. APPENDICES . . . . . following page 19

A: Sample Questions from "A Tool for Assessing the Value and Political Assumptions of Resource Materials Dealing with Problems of War and Peace" (ARMWAP)

B: Resource and Research Assistance

C: Technical Aspects of Curriculum Development

I. SUMMARY

Members of the 1970-71 War/Peace Curriculum Implementation Committee, composed of twenty-two teachers of English, Science and Social Studies from junior high and high schools of the Mt. Diablo Unified School District, were brought together by the Diablo Valley Education Project for an introduction to its curriculum development process.*

Teachers participated in a simulation game on conflict and conflict resolution, and a discussion of social crisis in America was held. A model outline for developing curriculum units was discussed and guidelines for writing units presented.

The two days of meetings provided an opportunity for teachers to learn about Project and District objectives in war/peace curriculum development and to begin defining their own participation in that work.

*Because of illness and other special circumstances, four member-teachers did not attend the introductory worksnop.

## II. BACKGROUND

In the summer of 1969, the Diablo Valley Education Project received the approval of Dr. James Merrihew, Superintendent of the Mt. Diablo Unified School District, to engage social studies teachers in the development of curriculum units on concepts related to war and peace, providing such activity could be funded from outside the District. This cooperative effort had been preceded by pilot workshops, teacher conferences, community and school administration presentation of Project goals and engagement of a Mt. Diablo Curriculum Supervisor on the Project Board.

Following the Superintendent's approval, in October 1969, the Project presented a proposal to the Mt. Diablo District High School Social Studies Chairmen for the establishment of a War/Peace Curriculum Implementation Committee. The Committee would consist of a representative of the central administration for curriculum development, representatives of the Social Studies Departments of each interested high school in the District and representatives of the DVEP. The proposal received the unanimous endorsement of the department chairmen. The plans were then presented to the District social studies teachers by their department chairmen, and nine teachers expressed their desire to participate.

The 1969-70 workshops were the first of a series of activities designed to result in the preparation of curriculum units on concepts related to war and peace. Four units, written by teams of social studies teachers, resulted from that initial work, but all require significant improvement before they will be of widespread use to the District or the Project.

Successful completion of the first year's work led to an agreement that the work would be expanded in 1970-71. The present 1970-71 Committee is augmented by twenty-two junior high and high school teachers of English, science and social studies and by the District curriculum consultants for English and science. Curriculum writing teams will be inter- and intra-disciplinary. The Committee will be engaged in an additional workshop, as well as writing and materials research during the spring and summer. A four-week graduate-level course in advanced curriculum development related to war/peace subject matter will be offered in the early summer as an aid to the completion of the curriculum units. During this entire process, participant teachers will be aided by academic consultants and resource assistance provided by the Center for War/Peace Studies.

These pilot programs serve as testing ground for in-service training of teachers and consultants in war/peace curriculum development, as well as a test for the specific units produced.

Recruitment

Recruitment of teachers for the 1970-71 Committee was carried out through the District high school department chairmen. Bob Freeman spoke at Fall meetings for chairmen of each of the three disciplines to be included in this year's program, requesting their cooperation in speaking with qualified teachers who might be interested in applying to the Project.

Initial response by teachers was very low and concentrated entirely from the social studies. Teachers potentially interested in the program did not want to make a commitment to participation in the mandatory summer course. Further, English and science teachers were not as motivated to participate as had been expected.

To counter these problems, recruitment was opened to junior high school teachers, a special effort was made to encourage attendance by English and science teachers and the summer course was made optional rather than mandatory. As a result, recruitment improved considerably.

III. PURPOSES OF THE WORKSHOP

1. To provide an opportunity for the participant teachers to meet each other and DVEP staff.

2. To present the goals and a general overview of the Project's curriculum development process.

3. To allow teachers to experience a conflict simulation as an introduction to some of the major concepts they will be dealing with in their units.

4. To test the application of a new set of criteria for evaluating the value and political assumptions of resource materials and to demonstrate the necessity for such criteria.

5. To outline the resources and research assistance available through the Project.

6. To present an introductory outline of the technical aspects of curriculum development.

## IV. PARTICIPANTS

Roy Aaland — Pleasant Hill High School: Social Studies
Tom Anderson — Pleasant Hill High School: Social Studies
Bruce R. Borad — College Park High School: English & Social Studies
Patricia Christensen — El Dorado Intermediate School: Science
Robert L. Daugherty — Clayton Valley High School: Social Studies
Nancy Drinkard — Glenbrook Intermediate School: Science
Peter J. Garcia — Pleasant Hill Intermediate School: Social Studies
Dolores A. Hegemann — Pacifica High School: Social Studies
Linda Holman — Concord High School: English
Marjorie Locklear — Concord High School: English
Barbara Z. MacNab — Glenbrook Intermediate School: Social Studies
Paula McCarthy — Ygnacio Valley High School: Social Studies
Norman McRae — Pleasant Hill High School: Science
Nancy K. Piedmonte — El Dorado Intermediate School: Social Studies
Diana K. Smith — Pleasant Hill High School: Social Studies
Bruce T. Sprague — Concord High School: English
Sharon Vogt — El Dorado Intermediate School: Social Studies & English
Steven M. Walch — Pleasant Hill High School: Social Studies

V. CONSULTANTS

| | |
|---|---|
| Jack R. Fraenkel | Associate Professor, Interdisciplinary Studies in Education, San Francisco State College |
| Robert E. Freeman | Director, Diablo Valley Education Project |
| Thomas Gage | Secondary Curriculum Consultant, Mt. Diablo Unified School District |
| Richard J. Merrill | Secondary Curriculum Consultant, Mt. Diablo Unified School District |
| Derek M. Mills | Director, Project Equality, Northwest |
| Lee Thompson | Secondary Curriculum Consultant, Mt. Diablo Unified School District |

VI. HOST

St. Mary's College, Moraga, provided facilities and meals for the workshop sessions. The Center for War/Peace Studies raised the funds necessary to provide released time for the teachers and to pay administrative and consultant costs. The Mt. Diablo Unified School District released the teachers for the two days and paid District curriculum consultants for the time they were involved in the program.

VII. AGENDA

DIABLO VALLEY EDUCATION PROJECT

INTRODUCTORY WORKSHOP I

December 3 - 4, 1970

Dreyden Hall

St. Mary's College, Moraga

December 3 (Thursday)

9:00 - 10:00 a.m. INTRODUCTION

Robert E. Freeman, Project Director

1. What is the Diablo Valley Education Project trying to achieve?

2. Where do ideas about war and peace come from and what are the major approaches to teaching in this field?

10:00 - 10:45 a.m. THE CURRENT POLITICAL CLIMATE AND THE WAR/PEACE FIELD

Derek M. Mills, Director, Project Equality Northwest

1. How does the national and international political climate affect the school's approach to teaching in the war/peace field?

2. Introduction to a conflict simulation.

The game to be played demonstrates the effect of national and international politics on conflicts involving school and community groups. Such conflicts embody all the key factors required in a war/peace curriculum. Thus, by exposure to this simulated conflict, we become aware of the knowledge and skills necessary to deal with local, national and international conflicts.

10:45 - 11:00 a.m. BREAK

11:00 - 12:00 noon GROUP BUILDING AND INITIATING THE CONFLICT

This process identifies different political trends within the group and builds small like-minded teams who will participate in the simulation which follows. Teams receive role sheets and a brief history of the situation as it confronts them.

12:00 noon - 12:45 p.m. LUNCH

Teams eat together and plan their initial strategy.

12:45 - 2:15 p.m. THE SIMULATION - FIRST PLAY

Play is allowed to develop as dictated by the interests of the groups involved. The "mass media" plays a special role in heightening the emotional content of the conflict (just as in real life).

2:15 - 2:30 p.m. BREAK

2:30 - 3:45 p.m. THE SIMULATION - SECOND PLAY

3:45 - 4:30 p.m. DEBRIEFING

This session, together with the Friday morning session, provides an opportunity to emphasize the seven concepts which must be understood for successful conflict resolution. As comments on conflict, power, authority, etc., are made by the group, the leader points out some of their inter-relationships and the need to better understand the dynamics taking place. The debriefing provides the cognitive link between the emotional experience of the game and the ideas which must be developed into curriculum units, thus reinforcing for the rest of the curriculum development process the importance and relationship of these factors, one to the other.

4:30 - 5:30 p.m. WINE TASTING

All are invited to relax and socialize.

December 4 (Friday)

9:00 - 10:45 a.m. DEBRIEFING, CONTINUED

This session ends with a summary of the many different types of curriculum units which are needed to cover the content of the field.

10:45 - 11:00 a.m. BREAK

11:00 - 12:00 noon TECHNICAL ASPECTS OF CURRICULUM DEVELOPMENT

Jack Fraenkel, Education Department, San Francisco State College

This session outlines the process of curriculum development which teachers are expected to follow, explains the reasons why each part of the process is needed and provides an example of how the tasks can be achieved.

12:00 noon - 12:45 p.m. LUNCH

12:45 - 2:45 p.m. TECHNICAL DISCUSSION, CONTINUED

Jack Fraenkel

2:45 - 3:00 p.m. BREAK

3:00 - 4:30 p.m. RESOURCE ASSISTANCE AND FUTURE PLANS

David Luse, Resource Director, DVEP

1. Problems of finding appropriate resources

   a. The problem of analyzing the value and political assumptions of resource materials.

   b. The problem of finding a range of good materials from which selections can be made. What the Project staff will do to help.

2. Schedule of future workshops and expectations of the Project and the District.

4:30 p.m. ADJOURNMENT

VIII. CONTENT OUTLINE

A. Social Crisis in the United States

Before introducing his conflict simulation, Derek Mills spoke to the broad cultural problem of social crisis in the United States. Through the acceptance of and increase in violence on all levels of life in the United States, credence is increasingly being given to the value of evil, he stated. A political system that assumes man acts out of good has no way of dealing with someone who basically wants to act evilly and whose own good is not perceived as being bound up in that choice of acting evilly. Further, rationality is being challenged by a significant number of professional and non-professional people alike. Our political system--and our value systems--are based on rationality, on objectivity, on man's operating within the limits of his own understanding.

The reasons for a breakdown in social behavior in the U.S. are the basis for much of the ad hoc social and political activity prevalent today. On the one hand there has been, since the mid-fifties, widespread recognition that it is only a myth that we all participate in political decisions affecting our lives. Thus, while popular activity has increased, so has the frustration with that activity by those participating in it and by those who are the target of it. But, on the other hand, governmental and semi-governmental agencies, in response to increased popular involvement in social and political issues, have created a method of social change which is by definition bound to fail. People are given the tools for acquiring power--e.g., techniques of change and access to the means for affecting change--without the pragmatic basis for ultimately achieving any power--and change--at all. Decisions remain in the hands of the administrators, the government and its advisors. Further, expectations are built through simplistic rhetoric that has no practical or realistic end; for example: 'given enough money, the problems of your ghetto neighborhood will be solved in five years.' At first, such rhetoric and the programs it is built on act very well to satisfy emotional needs of those involved. But this satisfaction is inevitably transformed into anger and frustration when progress does not occur.

The results of this frustration have been increasing separatism (black-white, old-young, rich-poor, etc.) and an increasing militancy, as people over-react to what are perceived as essentially emotional and moral issues rather than pragmatic and political ones. There is an emerging need to operate in politics out of a sense of what one feels is right rather than out of a sense that political action will achieve change. The prototype was Eugene McCarthy, seen as acting morally in a political arena. Not suprisingly, his campaign ended in the streets of Chicago in what was a confrontation between moralities, not politics.

Conflicts of the '70's will, Mills continued, remain in this mold: conflict between life styles, of differing views of man, of moralities and concerned with irrational emotional issues. Conflict theory we now have is for the most part useless, developed out of objective situations that no longer obtain. For example, compromise and related forms of conflict resolution are far less suited to the lists of non-negotiable demands that will continue to dominate the social and political issues around which the conflicts of the '70's will revolve. We will need new models of conflict resolution. And we will have to involve ourselves in restructuring our view of man and his societies.

## B. The Simulation

### The Situation

West Fotheringay is a small city of 35,000, a rural market center now swelled by suburban growth of professionals and executives. The anti-war protest group (SLEW) at Cyrus McCormack High School has been actively involved in questioning the school's relation to the question of the draft, and SLEW is increasingly being advised by radical groups from nearby colleges. As part of its historic interest in new educational techniques and expressions, the school administration has been generally sympathetic to protest activity by students. Community reaction, as expressed by the PTA and the school board, has grown steadily more hostile to this administration posture. Similarly, while many students agree with SLEW, a number of them do not and are offended and angered by its activities. The school board has been controlled by moderate residents but is now beginning to feel the pressures of a forthcoming school bond issue. In the past few days vandals ransacked the office of the McCormack High coach, who has consistently opposed anti-draft activity. Several students attempted to prevent the student color guard from displaying the flag at a football game. And rumor now has it that last night the administration building was partially destroyed by an explosion.

### The Players

Five groups were formed, by arbitrarily counting off:

1. Student League to End War;

2. Liberal Faculty/Administrative Members (might include principal in this group);

3. General Student Representatives--semi-liberal to fairly conservative (perhaps president of Girls' League, Editor of Newspaper, cheerleader, etc.);

4. Conservative Faculty/Administrative members (if principal in liberal group, put vice principal or dean in this group);

5. Representatives of School Board and Parents' organization (one board member, newly elected, but politically rising; another member, declining, conservative, etc.).

The media (local TV and newspaper reporters and commentators, conservative to radical) was played by DVEP staff and consultants.

The Play

The game was played for approximately three hours. Groups first met for individuals to decide their own specific roles and for group to form cohesively (or not, as preferred). The media then served to keep the play running through periodic announcements and interviews about the bombing and responses to it. As the game progressed, the student activists, in their haste to deny responsibility for and condemn the bombing, failed initially to coalesce as a significant force. The issue, in fact, instead centered on the struggle of the moderately liberal administration, faculty and school board members to retain power. The issue--the focus for participants' behavior in the game--remained very loosely defined until about an hour or so into the play when the principal left (for reasons unconnected with the game). At that point his role, and the filling of it, became central, over-shadowing the bombing and conservative faculty attempts to place blame for it on students.

By the end of the play, three groups had formed from the original five: the students, including all of the original SLEW members, most representatives of the student body and a radical college professor agitator from a nearby college (planted during the game by those running it); this group presented a list of demands concerned only minimally with the bombing and reactions to it but instead concentrated on student participation in school policies (e.g., selection of the principal). Seemingly, few other participants considered this list very relevant to the situation at that point. However, at the end of play, this student group was probably the most cohesive of all. A second group was the original conservative faculty-administration members, augmented by a parent or two and a few teachers disenchanted with liberal processes; this group was hard at work on a set of guidelines and remedies to the situation, with emphasis on handling student unrest. The leader of this group, the coach, considered himself acting principal. The third group was comprised of the remainder of the faculty, administration, school board, PTA and was a large amorphous group of liberally inclined people arguing and discussing among themselves how to control the situation. During the last half-hour or so, increasing numbers of participants semi-dropped from play, apparently frustrated with communications and the power situation. Groups of two and three people could be seen going in and out of their roles to discuss what in fact was happening with the game.

Debriefing

Initial debriefing discussion revealed the following reactions and analyses:

1. The group as a whole refused to accept the credibility and strength of the media as major communicator; those playing media roles had in fact intended to dominate communications and thereby confuse alliances and power strengths during the game. Instead, the major communication was internal--between and among the groups directly.

2. It was felt that in a real situation decisions would have been made immediately behind closed doors by school district administration personnel. This did not happen in the game, at least partially because district level administration roles were not included.

3. Because of pressure and mis-communication from the press, school board and faculty, the SLEW group (with other initially uninvolved students) moved from an anarchist position to a common policy decided by consensus democracy. It was the only group that acted democratically and that ended the game with trust among its members.

4. Had the administration reacted with strong leadership, the students would have been cut off without power immediately and probably would have had to go underground or become militant. Instead, cohesiveness increased subtly and became strong. Another major factor in the cohesiveness, however, was the intrusion of the college professor who attempted to radicalize the students and in fact did set their agenda.

5. While in terms of the play the students had no real power, everyone perceived them during the debriefing as having had power.

6. Among the liberals, communication surrounding the leaving of the principal and appointment of his successor broke down significantly, because of apparent authoritarian behavior by the participant who was most actively trying to find a solution. He, however, did not perceive his own actions as authoritarian, thought them democratic, and thus continued to cause unresolved tension and conflict within that group.

Formal debriefing by Derek Mills, designer of the game, was planned for the following morning. Important points of his talk were:

1. There was power but no one took it. The relation between power and authority is crucial; leadership which begins with defined power (through an existing structure and role) has a tendency not to use that power to define the issue at hand. When a situation becomes polarized (as was happening in the last half of the game), the extremes define the issue and the real leadership then acts in terms of that definition. The struggle in this game, of course, became

defining the leadership. Had the existing leadership acted at first, however, that struggle would not have had to occur.

2. Each participant was allowed to choose his own character and define his own role within the group to which he had been assigned arbitrarily by number. Most chose fairly reasonable roles, making the best of a difficult situation. All groups, except the media, took a highly rational approach to the conflict: initially there was good communication and an attempt at issue definition. But this didn't work in terms of placing responsibility for or finding the root cause of the bombing. The media refused to reinforce that rationality. And the issue then became power-oriented when the liberals became confused, didn't act and were offended by the process by which the principal-successor was appointed.

3. For rational conflict to proceed, a parity of power is necessary: each side has to have relatively equivalent strengths and potential liabilities. This game was defined so that SLEW had a sufficiently unequal amount of power and thus not much to lose. SLEW seemed to end up with the most power precisely because it was able to act more free of the traditional power struggle which was occurring. And at the end of the game, those with the most to lose (the liberals) were the closest to losing it all.

4. When the media enters an issue, one effect it often has is to give legitimacy and public image to a group that ordinarily would not have these. This happened to some extent with the students in this game and to a greater extent with the conservatives.

Critique

As with many simulations, this one would have been better "if".... While seeing weaknesses in the game itself, participants agreed that it was a useful experience in concept definition and, more importantly, in pointing to the problems of communication and participation in democratic processes which we all share. The participants also knew each other much better after the game and felt a common purpose in being together.

It had been hoped by the Staff that the simulation game would provide a more explicit connection between the concepts of conflict, interdependence, change, identity, power, obligation, and institutions. This took place only to a very moderate degree, and the leaders did not draw the parallels between points raised by participants and the need for curriculum units delineating these various concepts. This failure was due, in part, to a lack of definition of these concepts prior to the games being played and part because the debriefing was conducted primarily as an exercise in helping people to understand their own feelings and problems with the game, rather than as a teacher-oriented activity. The game, therefore, served more as an opener for the group than as a program of serious input which would be retained and applied directly to their curriculum development work.

C. Resources

Evaluation of Resources

"A Tool for Assessing the Value and Political Assumptions of Resource Materials Dealing with War and Peace" (ARMWAP) is an experimental set of approximately twenty questions designed to analyze value and political assumptions in texts and other teaching materials about concepts such as the inevitability of conflict, the nature of man, the view of political systems, and alternative societies. (See Appendix A for sample questions from ARMWAP.)

At the end of the first day of meetings, an abbreviated form of the questionnaire was given to participants who were asked to fill it out according to their own beliefs and return it the following day. In the discussion of participants' answers, it was hoped by Project Staff that the teachers would criticize the questionnaire and make suggestions for its improvement. It had been tested only minimally until this time.

Unfortunately this discussion almost immediately became confusing; using the questionnaire as a form for individual attitudes in order to test its validity as an evaluation piece for author's viewpoints was not successful or useful, and the discussion was terminated.

The document will be re-tested, however, and some form of it made available to teachers for use in evaluating resources.

Resource Assistance

A brief introduction was given to resource and consultant assistance available to teachers participating in the Project. See Appendix B.

D. Technical Aspects of Curriculum Development: A Model

Jack Fraenkel presented a model for constructing curriculum units designed to allow students to draw conclusions from the content of the unit. In developing a unit, the writer must know the conclusions he wants the students to derive from it. And he must further ask himself what opportunities he provides for the student to support or refute that conclusion and to generate other conclusions.

Units are built through incorporation of two kinds of activities: teaching strategies and learning activities. A teaching strategy performed by the teacher is a teaching method for motivating the student. A learning activity is what the student himself does when involved with the subject matter. The curriculum unit should be written in terms of learning activities--i.e., in the form of what

the student does. This helps maintain a focus on the student's behavior rather than on the teacher's.

Three types of learning activities form the basis for Fraenkel's model:

Intake: information or data that the student needs as a basis for viewing the subject matter. Intake can be feelings, impressions or facts and is derived from the use of the senses and/or the intellect. Examples of intake are: reading, viewing a film or display, listening to the teacher lecture, taking an objective-answer test.

Organize: activities which aid the student in putting the intake in context and organizing it as a group of data. Some organizing activities are: charting, graphing, outlining, diagramming, classifying, simple comparing and contrasting.

Expressive: building on the organized intake. This activity is the creative aspect of learning and necessitates more complex comparing and contrasting, generalizing, questioning, predicting, relating, hypothesizing, taking subjective tests and similar cognitive skills.

The pattern of the learning activities must go from Intake (I) to Organize (O) to Expressive (E).* Designing an all Intake unit would be deadly, of course, as the student would have no way of participating actively in the learning experience. Going from Intake to Expressive directly, however, would be just as disastrous, for without the Organizing level, the student's concept of the Intake data would be chaotic. The student must have an opportunity to structure the data in his own mind before attempting to experience it creatively in Expressive activities.

The two additional parts of this model are the Opener and the Concluder. The Opener is a motivational activity, designed to turn the student on to the subject matter. It should be directly aimed at a student's concern, such as 'who am I,' 'how am I or how have I become a functioning human being,' 'who do I love,' 'how do I hate,' etc. The Opener should be an experiential activity, such as some kind of simulated experience that the student participates in, either knowingly or unknowingly. The Concluder wraps up the unit and is the activity designed to bring out the student's conclusions and to test them. It involves complex predicting and hypothesizing, offering alternatives and formulating original ideas.

The pattern is depicted on the following page.

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*Moving from I to O may occasionally occur several times before going to E (e.g., I-O-I-O-E-I-O-E), but it is recommended to keep the pattern as balanced as possible.

LEARNING ACTIVITIES FOR CURRICULUM UNIT DEVELOPMENT
INTAKE-ORGANIZE-EXPRESSIVE PATTERN (ABBREVIATED)

OPENER: 1. simulation related to the concept to be studied

| INTAKE | ORGANIZE | EXPRESSIVE |
|---|---|---|
| 2. pictoral display reinforcing simulation; reading assignment | | |
| | 3. construct chart of ideas | |
| | | 4. add experiential examples to chart |
| 5. view a film | | |
| | 6. classify ideas on chart | |
| 7. reading assignment | | |
| | 8. contrast and compare characteristics of charted ideas | |
| | | 9. discuss characteristics, leading to formation of generalizations |
| 10. short-answer objective quiz; hear teacher lecture | | |
| | 11. re-classify ideas into new groups | |
| | | 12. write a subjective essay (in-class) |
| 13. view a film, with teacher lecture | | |
| | 14. define the concept | |
| | | 15. make predictions for the concept and discuss in class |

CONCLUDER: 16. simulation expanded and replayed, with students writing debriefing essays

17. discuss student responses

The Organizing and Expressive activities meet behavioral objectives of the unit. The Intake and Concluder activities meet the knowledge objectives--although, of course, to some extent there is overlap throughout the pattern.

Mr. Fraenkel presented an eighteen-step set of guidelines for preparing a unit based on the I-O-E pattern explained above. This document is reproduced as Appendix C to this report.

APPENDICES:

WORKSHOP REPORT

FIRST MEETING OF THE 1970-71 WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE

DECEMBER 3 and 4, 1970


APPENDIX A: SAMPLE QUESTIONS FROM "A TOOL FOR ASSESSING THE VALUE AND POLITICAL ASSUMPTIONS OF RESOURCE MATERIALS DEALING WITH PROBLEMS OF WAR AND PEACE" (ARMWAP): AN EXPERIMENTAL CRITERIA TOOL DEVELOPED BY THE DIABLO VALLEY EDUCATION PROJECT

APPENDIX B: RESOURCE AND RESEARCH ASSISTANCE

APPENDIX C: SOME GUIDELINES FOR PREPARING A TEACHING-LEARNING UNIT

APPENDIX A: SAMPLE QUESTIONS FROM

"A TOOL FOR ASSESSING THE VALUE
AND POLITICAL ASSUMPTIONS OF
RESOURCE MATERIALS DEALING WITH
PROBLEMS OF WAR AND PEACE" (ARMAP):

AN EXPERIMENTAL CRITERIA TOOL DEVELOPED
BY THE DIABLO VALLEY EDUCATION PROJECT

## BASIC ASSUMPTIONS

Conflict: Conflict is any situation or process which involves human choice between incompatible values, or actions, and is a situation where two or more persons seek to possess the same object, occupy the same space (physical or social), maintain incompatible goals, or undertake incompatible means for achieving their purposes.

1. The author thinks some form of international conflict is

___ inevitable.
___ not inevitable.
___ (not applicable).

2. The author thinks international conflict should be

___ encouraged.
___ controlled.
___ eliminated.

Violence: Violence is the willful application of force in such a way that it is intentionally injurious to the person or group against whom it is applied. (Force here means the exercise of physical, tangible power or influence to effect change. Injury is understood to include psychological as well as physical harm.)

3. The author thinks international violence (war) is

___ inevitable.
___ not inevitable.
___ (not applicable).

4. The author thinks international violence (war) is

___ essential for national defense.
___ sometimes essential for national defense.
___ never essential for national defense.
___ (not applicable).

5. The author thinks revolutionary violence is

____ always essential to achieve justice.
____ sometimes essential to achieve justice.
____ never essential to achieve justice.
____ (not applicable).

Social Change: Social change is any significant variation or modification in any aspect of social process, pattern or form.

6. The author thinks social change is ____desirable.
____sometimes desirable.
____undesirable.
____(not applicable).

7. The author thinks social change is ____constructive.
____sometimes constructive.
____destructive.
____(not applicable).

8. The author thinks social change is the responsibility of

____ every individual.
____ government leaders.
____ special interest groups.
____ elitist groups.
____ no one.
____ (not applicable).

9. Which of the following does the author advocate as strategies of social change? Check as many as apply.

____ cataloging democratic political action
____ using mass media as a means of changing ideas
____ organizing group violence
____ writing political treatises
____ lobbying
____ forming political pressure groups
____ creating violent revolutions
____ waging war
____ organizing non-violent direct action
____ demonstrating personal witness
____ organizing economic power
____ building international organizations
____ other (specify) _____

## CAUSES OF WAR

17. What does the author maintain is the cause(s) of war?

____ The author does not treat this question.
____ All wars are different. One cannot generalize about the causes of war.
____ Man's aggressive nature.
____ Man's biological make-up.
____ Man's psychological make-up.
____ Territoriality
____ Evil political leaders.
____ Economic systems
  ____ Capitalism
  ____ Communism
  ____ Socialism
  ____ Other (Specify) _____
____ Ideologies
  ____ Religious beliefs
  ____ Racial beliefs
  ____ Democracy
  ____ Communism
  ____ Fascism
  ____ Conflict between two or more ideologies
  ____ Other (Specify) _____
____ Increased cultural contact.
____ Lack of intercultural understanding.
____ Economic interdependence.
____ Weapons and the military.
____ Inadequate international controls.
____ Competition for resources.
____ Population pressure.
____ Lack of effective intergovernmental communication.
____ Lack of effective intra-governmental communication.
____ Other (Specify) _____

# APPENDIX B: RESOURCE AND RESEARCH ASSISTANCE

RESOURCE AND RESEARCH ASSISTANCE available to teachers working on curriculum development for the Project.

The Resource Department of the Diablo Valley Education Project is ready to fill specific requests for teaching materials.

We have files of materials arranged by the following categories of resources:

1. books (mostly paperbacks)
2. pamphlets and booklets
3. articles
4. films, filmstrips, and tapes
5. simulation games
6. live speakers
7. graphics (includes maps, charts, posters, displays, etc.)

Within each of the above categories, we cover the following topics:

1. the American Peace Effort
2. Arms Control and Disarmament
3. Conflict and Violence
4. Crisis Areas (includes Vietnam, the Middle East, domestic dissent, the draft, and "national priorities.")
5. Democratic Process (includes the concepts of authority, obligation, and social identity.)
6. International Institutions and Organizations
7. Non-Violent Social Change and Value Defense
8. Other Nations, Ideologies, and Cultures (includes Communism, Facism, Russia, China, studies of other cultures, and specific area studies.)
9. Religious and Philosophical Studies
10. U.S. Foreign Policy
11. War, Weapons, and Strategy
12. World Community (includes all those ideas, activities, and organizations which contribute to a "sense of shared values among the peoples of the world.")
13. World Development
14. World Law

Teams which have picked out their topics and want to look at some preliminary materials should fill out one (or more) of the attached request sheets and send it to us. It should be kept in mind that, usually, the more precisely you can define your needs, the better we can help you.

# APPENDIX C: TECHNICAL ASPECTS OF CURRICULUM DEVELOPMENT

# SOME GUIDELINES FOR PREPARING A TEACHING-LEARNING UNIT

by Jack Fraenkel, San Francisco State College

1. Decide on a content area within which to build a unit (e.g., American History) and choose a topic within that area (e.g., the nature of revolution).

2. Decide on a generalization around which to structure the unit. A "unit" as defined here consists of a series of learning activities, plus organizing and contributing ideas, organized and sequenced around a main idea (a powerful generalization).

3. Prepare an outline of the essential information (i.e., content or subject matter - events, people, and ideas) that students will need to study to understand to some degree (depending on their individual capabilities) the topic under investigation. (Academic consultant)

4. Think up an exciting and interesting activity to introduce the students to the unit, to motivate them to begin investigation, and to help you (the teacher) to gain some idea of what the students already know about the topic (e.g., the nature of revolution) to be investigated. In many cases, this initial motivating activity may be a concept development task or a task which asks students to formulate hypotheses and then check them out later.

5. Research and collect a variety of materials and resources (books, films, records, slides, newspapers, magazines, guest speakers, paperbacks, etc.) that deal with the topic under investigation (i.e., the nature of revolution) and have them available for students to use (preferably in the classroom; at the very least in the library). It is important that these materials be as varied as possible in order to provide for individual differences.

6. Decide on a particular content sample for students to study first (e.g., the American Revolution), and prepare a set of basic study questions for the class as a whole to answer about aspects of this particular sample. For examples of such questions, see the set on page 5 for investigating various cultures of the world or look at some of the study questions contained in the Taba Social Studies Guides. Other questions may be necessary, however, depending on the nature of the topic under investigation (e.g., a class might consider the leaders of a particular revolution, arguments against revolting, causes of the revolution, arguments for revolting, effects of the revolution, etc.).

7. Decide on a way to organize the material obtained by the student, such as an organizing chart like the one below for students to complete in their notebooks.

THE AMERICAN REVOLUTION

| asic Study uestions → | (1) Leaders | (2) Opponents | (3) Arguments for | (4) Arguments against | (5) Causes | (6) Effects | (7) Etc. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

(Draw conclusions about any two or more columns)

7. Continued

Let the students contribe to obtain additional information about other aspects of the topic being investigated. (For example, if the topic being studied is the nature of revolution, the committees might now attempt to study a number of events that occurred prior to the beginning of a particular revolution (in this case, the American Revolution) to determine the extent and effects of each).

8. Design a number of additional learning activities (e.g., oral and written reports, map-making, panel discussions, mock "Meet the Press," or "Face the Nation" programs, field trips, interviewing, role-playing, etc.) to help students organize, understand, and use the information they are being exposed to (i.e., through the sources and resources you have collected in step 5 earlier) and intersperse these among the data-collecting activities of answering questions, interviewing, etc. (In other words, to prevent boredom, we provide a variety of things for students to do. Day after day of only data collection will fatigue even the most eager and dedicated of students.) At this time begin to think about the order in which you place all of these activities - that is, the sequence of the activities. (In general, follow intake activities such as reading, viewing, interviewing, etc., with activities that require students to organize their data, such as charting, outlining, note-taking, summarizing, etc., and then follow organizational activities eventually with some kind of expressive activity, like roleplaying, discussing reporting, creative writing, etc.) The activities should become gradually more and more abstract, inclusive, complex, and difficult, but never beyond the capabilities of the students with whom you will be dealing. Check also to ensure that each of the activities are in one way or another related to one or more of the contributing ideas, and that all are helping students move toward an understanding of the main idea around which the unit as a whole is organized.

9. Once the class has collected and organized its data, have them look for similarities and differences (e.g., among the leaders and events, etc., that they have considered) as well as cause and effect relationships and then have them make generalizations about the nature of the topic under investigation (e.g., in this case the American Revolution).

10. Now have the class study at least one other revolution quite different from the American Revolution (e.g., the French, Russian, or Cuban Revolution). Select or have the class select another revolution to study and again gather a wide variety of materials and resources which students can use to obtain intake (data) about this new example of a revolution.

11. Divide the class into committees of a few students each (say 4-6), each committee to investigate a different revolution (i.e., a new content sample).

12. Now have each committee investigate the same aspects of its particular content sample (i.e., its new example of a revolution) as they studied in the first content sample (i.e., significant leaders, events, etc.). In short, they again research the same study questions that they did in their study of the first content sample (The American Revolution) and enter their information on an organizational chart.

13. Again decide on a way for collecting and organizing this additional data. (See chart below.)

| Revolution | Leaders | Causes | Effects | Etc. |
|---|---|---|---|---|
| American | | | | |
| French | | | | |
| Russian | | | | |
| Cuban | | | | |
| Etc. | | | | |

(In this example we simply add on to the chart begun in Step 7.)

Realize that much of the work of the various committees involves collecting the data asked for in Step 6 earlier so that the class can eventually compare it. Hence each committee might elect a secretary to summarize the data that her (or his) committee begins to bring in, listing the most important and significant information on the organizational chart from time to time. (In other words, the entire organizational chart does not have to be filled in at one particular time, but data can be added gradually by the secretary as the committee obtains it.)

14. Ask the class to look at each column of the now expanded organizational chart one by one, looking for similarities and differences among leaders, events, etc., and cause and effect relationships, and generalize about the nature and effects of this <u>new</u> example of a revolution.

15. Study as many other content samples (examples of revolutions) and their dimensions as time, interest, resources, energy, the nature of your class, etc., permit and deem feasible.

16. Now ask the students to look at the chart as a whole and identify differences and similarities in order to formulate generalizations about revolutions <u>in general</u>.

17. Take any one of the generalizations that the students have formed (see Steps 9, 14, and 16), and invent or suggest a new situation that has not yet been studied (e.g., dissent by many young people throughout the world today), and ask students what they think will happen as a result of this? (In essence, we are asking students to make predictions, basing their predictions - we hope - on some of the generalizations and earlier thinking that they have developed in their study of revolutions.

18. Design a wrap-up activity to conclude the unit. This activity should help students draw together all that they have learned in the unit and help them come up with a facsimile or parallel of the main idea around which the unit is organized (or at the very least to consider some aspect of it).

## A SET OF BASIC STUDY QUESTIONS*
## FOR STUDENTS TO INVESTIGATE WHEN
## STUDYING VARIOUS CULTURES OF THE WORLD

| | | |
|---|---|---|
| (Geography) | 1. | Where do they live (i.e., location)? |
| (Economics) | 2. | What kinds of work do they do, and where do they do it (i.e., jobs and occupations and kinds of places where these are located)? |
| (Economics) | 3. | What objects or things do they produce or create (i.e., products)? |
| (Sociology) | 4. | What do they do for recreation (i.e., how do they entertain or amuse themselves)? |
| (Sociology) | 5. | What kinds of family patterns have they developed? Community structures? |
| (Sociology, Psychology) | 6. | How do they educate their young (i.e., practices for inculcating the young into the established culture)? |
| (Political Science) | 7. | How do they govern and control (i.e., type of government)? |
| (Sociology, Anthropology) | 8. | What customs and beliefs do they hold (i.e., traditions, religious views, etc.)? |
| (Psychology, Anthropology) | 9. | What problems do they have (i.e., conflicts, difficulties, etc.)? |
| (Psychology) | 10. | How do they attempt to deal with these problems (i.e., ways they go about trying to eliminate or ease the problem)? |
| (Anthropology) | 11. | What changes are occurring in the culture and how are they attempting to deal with these changes (this question might be dealt with in questions 9 and 10)? |
| (History) | 12. | What important (significant) events, individuals, or ideas have especially influenced or affected them and their way of life in the past? How have they been affected? (These questions should be considered with regard to <u>each</u> of the foregoing.) |

*Note: Notice that these are all factual questions, and can be answered by obtaining information directly. Once this information is collected, however, we may want to ask a different <u>kind</u> of question <u>about</u> this information, such as "What do they consider important (i.e., their values)?" This is an inferential question (i.e., the answers are inferred from the factual information earlier obtained).

SP 001 267

# WORKSHOP REPORT

## SECOND MEETINGS OF THE 1970-71 WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE

JANUARY 8, 11 and 13, 1971

A PROGRAM OF

THE DIABLO VALLEY EDUCATION PROJECT

AFFILIATED WITH

THE CENTER FOR WAR/PEACE STUDIES

CARRIED OUT IN

MT. DIABLO UNIFIED SCHOOL DISTRICT
CONTRA COSTA COUNTY, CALIFORNIA

CONTENTS


I. SUMMARY . . . . . 1

II. PURPOSES OF THE WORKSHOP . . . . . 2

III. PARTICIPANTS . . . . . 3

IV. CONSULTANTS . . . . . 4

V. AGENDAS . . . . . 5

VI. CONTENT OUTLINE . . . . . 6

Knowledge, Affective and Skills Objectives . . . . . 6

Ideas and Objectives . . . . . 7

Special Social Studies Team . . . . . 8

Special Interdisciplinary Concerns . . . 8

Science and Conflict . . . . . 9

Further Work . . . . . 9

Critique . . . . . 10

VII. APPENDICES . . . . . following page 10

A: Diablo Valley Education Project: Curriculum Development Process Diagram--1971

B: Teacher Teams, 1970-71 War/Peace Curriculum Implementation Committee of the Diablo Valley Education Project

C: Knowledge, Affective and Skills Objectives (revised, January 1971)

D: Definitions

E: Materials Used in Small-Group Exercise for Curriculum Unit Development (Developmental Idea Outline and Model Unit Outline)

F: Science and Conflict (Notes on a Discussion)

I. SUMMARY

The twenty-two participant teachers of the Diablo Valley Education Project's 1970-71 War/Peace Curriculum Implementation Committee met in three sections for their second workshop experience. All social studies teachers met on Friday, January 8th, and English teachers worked on Monday the 11th; participants expecting to write interdisciplinary units (including all science teachers) rejoined for the third session on Wednesday the 13th.

Participants in each workshop discussed affective, cognitive and skills objectives and the development of an idea outline in relation to objectives. In the first two workshops, small groups did an exercise in developing the first draft of a sample content outline of ideas for a curriculum unit. The third workshop, with teachers of English, science and social studies participating, also discussed special problems relevant to writing interdisciplinary units. Ideas for relating science to social studies concerns about conflict were developed in a separate meeting of science teachers on the 13th.

Curriculum development teams for this year's work were formed and a DVEP staff coordinator assigned to each. The January meetings were the last of the required large-group workshops for this year, as each team will meet separately with its staff liaison for all further work.*

*An optional summer graduate-level seminar in advanced curriculum development on war/peace subject matter is available to participants.

II. PURPOSES OF THE WORKSHOP

1. To review the process of curriculum development employed by the Diablo Valley Education Project.

2. To discuss the knowledge, attitudinal and skills objectives proposed by the DVEP as a basis for writing curriculum units on conflict.

3. In small groups, to use the concept "conflict" as a basis for writing a first draft of a developmental idea outline for a unit on methods of conflict resolution; an overall idea outline on conflict was provided for this practice exercise.

4. To explore, in terms of developing a curriculum unit, the relation between the idea content of the unit and its cognitive, affective and skills objectives.

5. For the interdisciplinary workshop, to discuss problems specifically relevant to interdisciplinary curriculum development.

6. To form the teams which will be working together over the next six months, to make staff liaison assignments for each team and to begin preliminary planning within each team on a schedule of activity.

## III. PARTICIPANTS

### A. Social Studies Workshop - January 8, 1971

| | |
|---|---|
| Roy Aaland | Pleasant Hill High School: Social Studies |
| Tom Anderson | Pleasant Hill High School: Social Studies |
| Bruce R. Borad | College Park High School: English & Social Studies |
| Ronald J. Clark | Clayton Valley High School: Social Studies |
| Robert L. Daugherty | Clayton Valley High School: Social Studies |
| Nancy Drinkard | Glenbrook Intermediate School: Science |
| Peter J. Garcia | Pleasant Hill Intermediate School: Social Studies |
| Dolores A. Hegemann | Pacifica High School: Social Studies |
| Barbara Z. MacNab | Glenbrook Intermediate School: Social Studies |
| Ted McKinnon | Mt. Diablo High School: English |
| Jennie Nevis | Clayton Valley High School: Social Studies & English |
| Diana K. Smith | Pleasant Hill High School: Social Studies |
| Steven M. Walch | Pleasant Hill High School: Social Studies |

### B. English Workshop - January 11, 1971

| | |
|---|---|
| Patricia Christensen | El Dorado Intermediate School: Science |
| Linda Holman | Concord High School: English |
| Marjorie Locklear | Concord High School: English |
| Paula McCarthy | Ygnacio Valley High School: Social Studies |
| Norman McRae | Pleasant Hill High School: Science |
| Nancy Piedmonte | El Dorado Intermediate School: Social Studies |
| Bruce T. Sprague | Concord High School: English |
| Sharon Vogt | El Dorado Intermediate School: Social Studies & English |

### C. Interdisciplinary Workshop - January 13, 1971

| | |
|---|---|
| Patricia Christensen | El Dorado Intermediate School: Science |
| Nancy Drinkard | Glenbrook Intermediate School: Science |
| Peter J. Garcia | Pleasant Hill Intermediate School: Social Studies |
| Barbara Z. MacNab | Glenbrook Intermediate School: Social Studies |
| Paula McCarthy | Ygnacio Valley High School: Social Studies |

| | |
|---|---|
| Norman McRae | Pleasant Hill High School: Science |
| Nancy Piedmonte | El Dorado Intermediate School: Social Studies |
| Sharon Vogt | El Dorado Intermediate School: Social Studies & English |
| Steven M. Walch | Pleasant Hill High School: Social Studies |

V. CONSULTANTS

| | |
|---|---|
| Jack R. Fraenkel | Associate Professor, Interdisciplinary Studies in Education, San Francisco State College |
| Robert E. Freeman | Director, Diablo Valley Education Project |
| Thomas Gage | Secondary Curriculum Consultant, Mt. Diablo Unified School District |
| Richard J. Merrill | Secondary Curriculum Consultant, Mt. Diablo Unified School District |
| Lee Thompson | Secondary Curriculum Consultant, Mt. Diablo Unified School District |

V. AGENDAS

Social Studies (January 8) and English (January 11) Workshops

1. Review of 1971 DVEP Program

   Pitfalls to avoid

   Teacher and Project responsibilities

   Team formation

2. The curriculum development process

   Knowledge, Attitudinal and Skills objectives

   Designing a teaching-learning strategy for putting those objectives across

3. Developmental Idea Outline: Conflict

   Small group task

   Sequencing the ideas needed for a unit on Methods of Conflict Resolution

4. Definitions and Model Unit on Methods of Conflict Resolution

   Review of the Curriculum Development Process re Conflict

5. Planning for your team's next meeting

6. Special session for science and interdisciplinary teachers

Interdisciplinary Workshop (January 13)

1. Definition of interdisciplinary teams

2. Discussion of administrative problems of interdisciplinary teams

3. Selection of interdisciplinary content samples

4. Interdisciplinary teams begin selection and organization of idea outlines

5. Science teachers brainstorm the connection between science and the conflict outline

6. All teams make future plans and resource requests

VI. CONTENT OUTLINE

Knowledge, Affective and Skills Objectives

The set of knowledge, affective and skills objectives developed by the Project as basic to its purposes was given to participants for their suggestions, agreement or disagreement.* The emphasis of this discussion was on affective objectives. The major concern from the social studies workshop was whether teachers have the right to teach attitudes. And, by doing so, are teachers in effect seeking to change student values structures; if so, is this right? This concern was also brought up in the English workshop (the discussion on objectives was not repeated in the Interdisciplinary session). Some answers given by participants follow:

> We (teachers) present alternatives and the students make the choices; we give data which students manipulate based on their own value structures. We have to distinguish between having a value, which may be transmitted to the student, and having a value which we force on the students. We must present a balance. We do not have the right to be ethical engineers.
>
> But we should recognize that any school provides for the teaching of values. For example, 'preference for a democratic rather than totalitarian system of government and behavior' is an aceepted value in this country and it is expected that educators will reinforce it. 'Preference for non-violent over violent choices in foreign policy' is perhaps not such a clear-cut case. But it is a value which the DVEP holds and which the Project does not see as contrary to our democratic values. Thus while believing that students should make their own choices, we want to make sure that the presentation of alternatives includes that value. That is what is meant by its inclusion in DVEP affective objectives.

The most important concern to participants in the English workshop seemed to be their own belief, or lack of belief, in the potential of institutions in a bureaucracy. The discussion focused on such aspects as: institutions can use human rationality as a means of inhibiting or preventing change; how can a bureaucracy be humanized and made responsive to individual needs; how can institutions be rebuilt without violence. It was suggested, after discussion of these questions, that their inclusion in some part of school curriculum would be valuable for students.

*See Appendix C for the latest version of this document.

There was no serious disagreement with the affective objectives presented for discussion. Participants were more impressed, instead, with the difficulty in incorporating them into curricula in a way acceptable to administrators, parents, the students and the teachers themselves.

## Ideas and Objectives

The relation between the knowledge, affective and skills objectives and the content of a curriculum unit was explored through an exercise in writing curriculum unit idea outlines. Using a developmental idea outline on conflict written by the DVEP (see Appendix E), teachers worked in small groups to develop first draft affective objectives and an idea outline for a unit on conflict resolution. The large group then rejoined and compared results with the Project's conflict resolution model unit (see Appendix E). Resulting discussion with Jack Fraenkel concentrated on the following steps for writing units. Teachers discussed specific content samples, knowledge and affective objectives in terms of each level of writing activity.

1. A balance of knowledge, affective and skills objectives for the unit must be decided on before researching specific content or deciding on a specific topic for the unit.

2. Teachers must ask what knowledge they want the students to gain from this unit. These are the knowledge objectives and form the basis for the content idea outline.

3. Explicit affective objectives are also developed at this very early stage. Knowledge and affective objectives should be considered of equal importance to the unit. It is not essential to write one before the other, but both must be completed before beginning Step Five, below.

4. Any skills necessary for work with the content of the unit (e.g., reading, comparing and contrasting, analyzing, etc.) should be listed so that they can be built into the learning activities developed later.

5. The writing team then begins to research content samples. The content selected should be the best representative examples of the insights the teacher wants the students to gain; i.e., content reflects the context of the knowledge objective, not the specific pattern of information generally included in the subject matter of a particular discipline. For example, in teaching an American history course, there is no inherent reason why any particular subject matter, such as the Civil War, must be included in the unit just because it occurred in history. There must be a direct correlation between the subject matter and the specific knowledge objectives for the unit.

6. Learning activities are then developed in the Information-Organize-Expressive pattern.* These are keyed to the affective and skills objectives.

*See December 1970 Workshop Report, pages 17-19.

7. The unit will be considered finished when to a satisfactory degree it accomplishes each of the knowledge, affective and skills objectives.

Special Social Studies Team

Last summer a teacher team working on selective service produced a first-draft unit in consultation with the Project through a special curriculum development workshop run by the Mt. Diablo District. Because they will be doing further work on this unit under Project auspices this year, members of the team attended the January Social Studies session. During the small group exercise on conflict it was suggested that, in addition to the approach already taken, selective service could be used as a content sample for the conflict resolution outline. After some confusion over the purpose of this assignment, team members discussed with the Director the value of their continuing in the workshop. It was agreed that they would use the workshop time for work already underway on their unit and that they would put special effort into preparing a content outline for their work. This outline was developed and has subsequently been very useful in evaluating their unit and presentation to a parent's committee.

Special Interdisciplinary Concerns

Having experienced one of the two other January workshops, participants in the interdisciplinary workshop narrowed the focus of discussion to examples of interdisciplinary content samples for a unit on conflict. One focusing concept was 'Dynamics of Conflict.'

| | |
|---|---|
| KNOWLEDGE OBJECTIVE: | Students will gain an understanding of what conflict is. |
| FOCUSING CONCEPT: | Dynamics of Conflict |

| CONTENT SAMPLE | DISCIPLINE | 'DYNAMIC' EXAMPLE |
|---|---|---|
| People's Park | Social Studies | Escalation of Conflict |
| Information Theory | Science | Misperception of Opponent |
| Stable vs Unstable Systems | Science Sociology | Escalation and Misperception |
| Building Conflict as a Technique in Dramatic Literature | English | Escalation and Misperception |

Some background information for each content sample would have to be explored with students before discussion of misperception and escalation could have meaning for them. Examples of questions to ask to stimulate this knowledge include: who are the opponents, what are the issues involved, what would have been valid perceptions, what was misperceived and how was it misperceived, what was the chronology of events in the situation, what is the stated structure of the situation? It was suggested that answers to these questions also form part of the definition of conflict and should be built into the unit at a stage of its development prior to the focusing concept used here.

## Science and Conflict

Science teachers and the District Science Consultant met separately with the Project Director to brainstorm questions concerning what content samples from science illustrate the idea outline on conflict and what scientific generalizations overlap subject matter of the war/peace field.

A review of the conflict outline and the Science Framework for California resulted in many suggestions* which would be followed up by these and a few other District Science teachers to be recruited into the Project. The goal will be to get teaching suggestions with content samples from the sciences for both science curricula and the social studies.

## Further Work

The interdisciplinary teams spent most of their workshop day in team meetings, planning specific approaches to their content outlines and defining resources they would need to proceed. Participants in the English and social studies workshops were asked to do individual research, meet in teams, and hold discussions among themselves and with their Staff Coordinator in order to select the content focus of their unit. Until the summer, all further work of the 1970-71 War/Peace Curriculum Implementation Committee will be on a team basis.

*See Appendix F for full notes on this discussion.

Critique

The English and social studies workshops were highly successful in achieving the stated objectives. There was universal enthusiasm for the thought which had gone into the content outlines presented.

One bad experience marred an otherwise well-executed program. Four of the social studies teachers were already committed to work on a unit on selective service and therefore felt their time was partially being wasted because the theory discussion did not directly advance their unit. This, along with the Director's suggestions that a new focus to their unit be considered, caused unnecessary concern among some members of that team.

In the future the Project should be more sensitive to such situations and plan separate sessions for teams already at work even if, as was true in this case, general introductory work is required.

APPENDICES:

WORKSHOP REPORT

SECOND MEETINGS OF THE 1970-71 WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE

JANUARY 8, 11 and 13, 1971


APPENDIX A: DIABLO VALLEY EDUCATION PROJECT: CURRICULUM DEVELOPMENT PROCESS DIAGRAM--1971

APPENDIX B: TEACHER TEAMS, 1970-71 WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE OF THE DIABLO VALLEY EDUCATION PROJECT

APPENDIX C: KNOWLEDGE, AFFECTIVE AND SKILLS OBJECTIVES (REVISED, JANUARY 1971)

APPENDIX D: DEFINITIONS

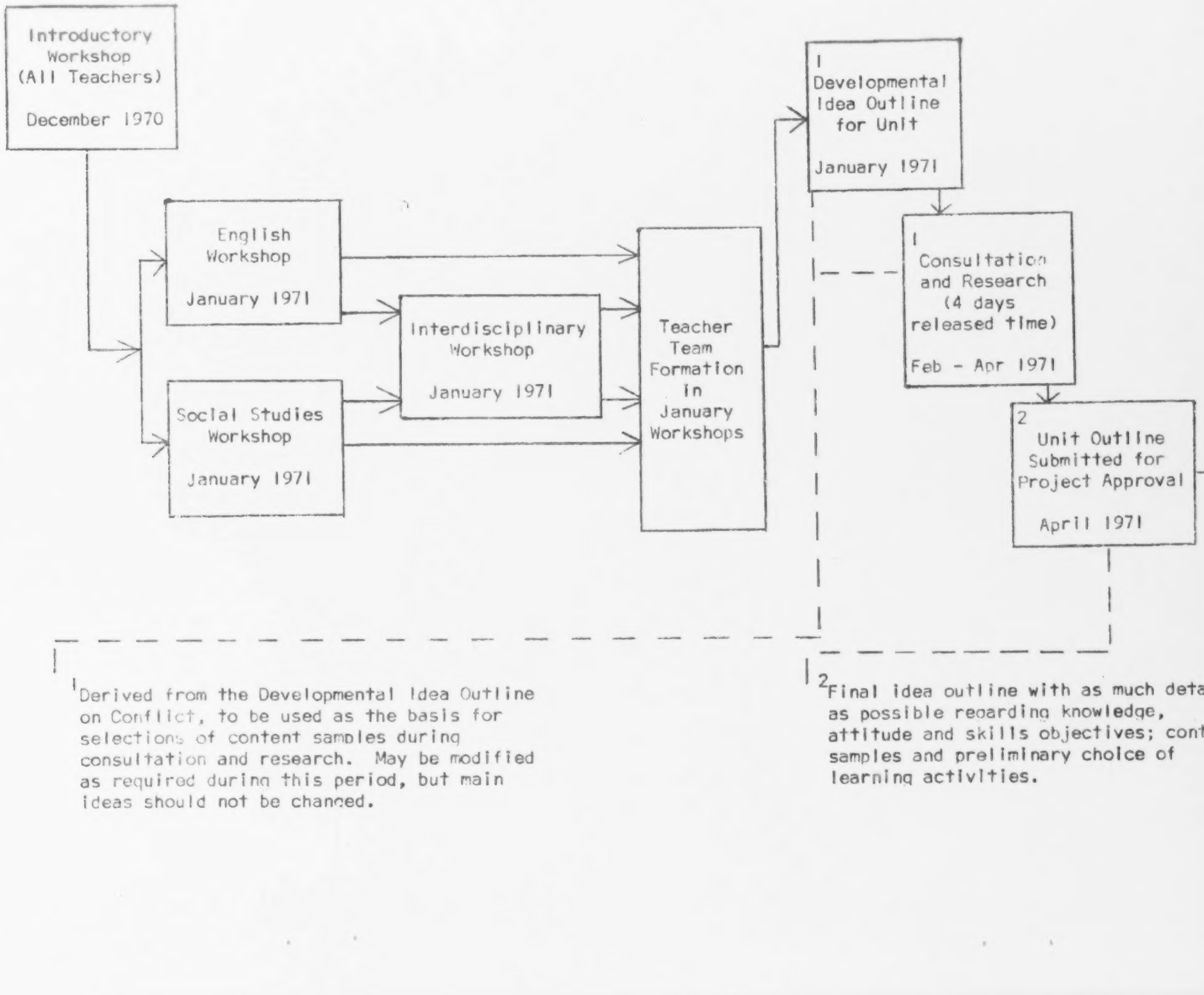
APPENDIX E: MATERIALS USED IN SMALL-GROUP EXERCISE FOR CURRICULUM UNIT DEVELOPMENT (DEVELOPMENTAL IDEA OUTLINE AND MODEL UNIT OUTLINE)

APPENDIX F: SCIENCE AND CONFLICT (NOTES ON A DISCUSSION)

APPENDIX A: DIABLO VALLEY EDUCATION PROJECT:
CURRICULUM DEVELOPMENT PROCESS
DIAGRAM--1971

THE DIABLO VALLEY EDUCATION PROJECT

CURRICULUM DEVELOPMENT PROCESS DIAGRAM - 1971


Introductory Workshop (All Teachers) December 1970
English Workshop January 1971
Social Studies Workshop January 1971
Interdisciplinary Workshop January 1971
Teacher Team Formation in January Workshops
1 Developmental Idea Outline for Unit January 1971
1 Consultation and Research (4 days released time) Feb - Apr 1971
2 Unit Outline Submitted for Project Approval April 1971
1 Derived from the Developmental Idea Outline on Conflict, to be used as the basis for selections of content samples during consultation and research. May be modified as required during this period, but main ideas should not be changed.
2 Final idea outline with as much detail as possible regarding knowledge, attitude and skills objectives; content samples and preliminary choice of learning activities.

THE DIABLO VALLEY EDUCATION PROJECT

CURRICULUM DEVELOPMENT PROCESS DIAGRAM - 1971

English Workshop

January 1971

Interdisciplinary Workshop

January 1971

Social Studies Workshop

January 1971

Teacher Team Formation in January Workshops

1 Developmental Idea Outline for Unit

January 1971

1 Consultation and Research (4 days released time)

Feb - Apr 1971

2 Unit Outline Submitted for Project Approval

April 1971

3 Summer Workshop

June-July 1971

3 Independent Writing

June-Aug 1971

Completed Unit Submitted to Project

August 15, 1971

Units Taught on Trial Basis

Fall-Winter 1971

rom the Developmental Idea Outline
ct, to be used as the basis for
s of content samples during
tion and research. May be modified
ed during this period, but main
uld not be changed.

[2] Final idea outline with as much detail as possible regarding knowledge, attitude and skills objectives; content samples and preliminary choice of learning activities.

[3] Concentrates on writing the student and teacher activities and final knitting together of all aspects of the unit.

APPENDIX B: TEACHER TEAMS, 1970-71 WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE OF THE DIABLO VALLEY EDUCATION PROJECT

APPENDIX B: TEACHER TEAMS, 1970-71 WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE OF THE DIABLO VALLEY EDUCATION PROJECT

| | |
|---|---|
| Linda Holman | Concord HS: English |
| Marjorie Locklear | Concord HS: English |
| Bruce Sprague* | Concord HS: English |
| William Jose | DVEP Staff Coordinator |
| | |
| Patricia Christensen | El Dorado Inter.: Science |
| Maura MacKesy | El Dorado Inter.: Social Studies |
| Nancy Piedmonte | El Dorado Inter.: Social Studies & English |
| Sharon Vogt* | El Dorado Inter.: Social Studies & English |
| David Luse | DVEP Staff Coordinator |
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| Peter Garcia | Pleasant Hill Inter.: Social Studies |
| Barbara MacNab* | Glenbrook Inter.: Social Studies |
| William Jose | DVEP Staff Coordinator |
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| Dolores Hegemann | Pacifica HS: Social Studies |
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| Ronald Clark | Clayton Valley HS: Social Studies |
| Robert Daugherty* | Clayton Valley HS: Social Studies |
| Ted McKinnon | Mount Diablo HS: English |
| Jennie Nevis | Clayton Valley HS: Social Studies & English |
| Steve Bischoff | DVEP Staff Coordinator |
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| Roy Aaland* | Pleasant Hill HS: Social Studies |
| Tom Anderson | Pleasant Hill HS: Social Studies |
| Norman McRae | Pleasant Hill HS: Science |
| Diana Smith | Pleasant Hill HS: Social Studies |
| Robert Freeman | DVEP Staff Coordinator |
| | |
| Bruce Borad | College Park HS: English & Social Studies |
| William Jose | DVEP Staff Coordinator |
| | |
| Paula McCarthy | Ygnacio Valley HS: Social Studies |
| Steven Walch* | Pleasant Hill HS: Social Studies |
| David Luse | DVEP Staff Coordinator |
| | |
| Nancy Drinkard | Glenbrook Inter.: Science |
| Robert Freeman | DVEP Staff Coordinator |

APPENDIX C: KNOWLEDGE, AFFECTIVE AND SKILLS OBJECTIVES: DIABLO VALLEY EDUCATION PROJECT

DIABLO VALLEY EDUCATION PROJECT

KNOWLEDGE, AFFECTIVE AND SKILLS OBJECTIVES

January 1971


KNOWLEDGE OBJECTIVES . . . . . C-1
Rationale . . . . . C-1
AFFECTIVE OBJECTIVES . . . . . C-2
Specific to a Unit on Conflict . . . . . C-4
SKILLS OBJECTIVES . . . . . C-5
Cognitive Skills . . . . . C-5
Academic Skills . . . . . C-7
Social Skills . . . . . C-10


GOAL: The curriculum development activities of the Diablo Valley Education Project seek to develop the attitudes, knowledge and problem-solving abilities in students which will enable them to make a significant contribution to building the institutions of peace.

The content focus for curriculum units to be developed in the 1970-71 program year is on Conflict and Conflict Resolution. Concepts to be developed in future work include: change, power, interdependence, institutions, obligation and personal identity.

I. KNOWLEDGE OBJECTIVES: dictate the academic content of the curriculum unit; they are the foundation for an idea outline of the unit and for subsequent development of the topics and content samples which form the unit. Knowledge Objectives specific to units on conflict are to:

A. Provide students with an understanding of what conflict is.

1. The nature of conflict (types, levels, conditions for).
2. The origins of conflict (reasons for, value differences).
3. The development of conflict (escalation, de-escalation).
4. The effects of conflict (constructive, destructive).

B. Provide students with an understanding of value conflicts when the parties to a conflict are operating from different value systems (as in international and much inter-group conflict).

C. Provide students with an understanding that there are alternative means for resolving conflict.

1. "Avoidance" and "Conquest," which frequently result in violence.
2. "Process," which can more easily avoid violence.

D. Provide students with an understanding of the effects of unilateral strategies on conflict resolution processes.

1. Threats and acts of violence.
2. Acts which improve the chances for agreement and resolution.

Rationale

Conflict is seen as the most powerful concept for integrating the knowledge of human interaction at the personal and classroom level with the more abstract problems of change and conflict resolution among large groups or nations. War, in its many forms, is the most destructive form of conflict. Since it is our goal to help end such destruction, it is important for students to develop an understanding of conflict and conflict resolution at every level of life experience so that they can apply these understandings at the international level.

Conflict must be seen very broadly to give recognition to the fact that there is still much argument among scholars as to what the concept of conflict includes and whether or not one general theory of conflict is feasible. At the K-12 level it is important that several definitions and facets of conflict be studied so that new generations may participate constructively in developing more adequate theories of conflict and conflict resolution and ultimately develop the understandings, policies and institutions which can prevent war, reduce violence and provide for the constructive resolution of conflict at all levels of society, from inter-personal to international.

II. AFFECTIVE OBJECTIVES: Instructional objectives for student attitudes, feelings and values; affective objectives are generally considered long-term and results are often difficult to evaluate. The first set of objectives given here are general ones applicable to all curricula dealing with war/peace concepts:

| Affective Objective | Representative Student Behavior |
|---|---|
| Valuing | Student can articulate his own values (e.g., "I think people should be able to live anywhere they want so long as they don't infringe on the rights of other people") and is willing to be committed to them when they are challenged. |
| Concern for the well-being of other people<br>Empathy | Student is consciously aware of the probable feelings or thoughts of people faced with conflict or otherwise uncomfortable situations and acts to resolve the situation constructively (e.g., suggests that other class members hear out a student who is voicing an unpopular idea). |
| Tolerance of diversity<br>Respect for individual worth and dignity<br>Open-mindedness | Student responds to statements or actions of other individuals in ways that show recognition and acceptance of the merits of different ways of life and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior (e.g., "Let's talk to Sam before we act. He may have a good reason for acting as he did."). |
| Tolerance of international diversities | Given information on the values of people in cultures other than his own, student is aware of similarities and differences in the values within and among cultures. He indicates respect for the differences and a willingness and desire to understand the nature of those differences and insists on the same from others. He also respects the common base which all mankind shares: humanity and proximity. |

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| Belief in the need for social structure and order | In a discussion of alternative societies, student consciously assumes (for any specific social entity) that some social structure and system of maintenance for that structure is required. |
| Belief that was is not inevitable<br>Belief in human potential for doing both good and bad | In discussions involving war or the inevitability of war as a means of resolving international conflict, student seeks alternative means of procedure and suggests alternative courses of action. At the root of his belief in war as being other than inevitable, he demonstrates his belief in human nature as being neither intrinsically good nor bad, but capable of both good and bad behavior. Out of these beliefs he accepts responsibility for active participation in attempts to build understandings and institutions for maintaining peace and, as possible, incorporates those understandings into his own life activities. |
| Willingness to exhaust all legal and non-violent avenues for change before considering illegal or violent ones | Given a situation in which an illegal or violent action is proposed or advocated, student will counter-propose a legal and/or non-violent procedure to be tried first and will act in a legal and/or non-violent manner himself. He will be committed to non-violent rather than violent solutions and behavior to the greatest extent possible. |
| Toleration of some degree of ambiguity resulting from complexity<br>Awareness of the need for a level of institutional complexity while working to humanize institutions | Given a situation which is frustrating because of complex ideas or structures that make discussion or action difficult, student has confidence in his own capacity for stability and seeks means to put the situation in a perspective that allows him to make decisions and continue to act without oversimplification. He seeks to humanize his own participation within institutions without destroying their necessary functions. |

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| Belief in the need for intellectual honesty<br>Belief in both rationality and irrationality<br>Perseverance in the face of ambiguity and complexity | Faced with ambiguity and complexity, student uses his intellectual capacities honestly and with perseverance, without resorting to deceptive emotionality or illogic. However, he does not deny the natural irrationality of his emotions which can contribute to the perspective he maintains in his intellectual approach to problems. |

Affective Objectives Specific to the Concept of Conflict: the experiencing of conflict and conflict simulation, gained from the learning activities in curriculum units on conflict, creates an understanding and empathy which allows affective development to be gained.

Students should:

1. Accept conflict as a natural part of life experience which can be either good or bad, depending on how well it is handled.

2. Become committed to non-violent rather than violent processes for the resolution of conflict, exemplified by:

   a. Belief in responsibility for helping manage conflicts without violence and without psychological destruction to self or others.

   b. Commitment to seeking all possible alternatives to war or violence as means for defending values and society or for causing social change before considering violence for these purposes.

3. Believe that war is a failure in human communications which man is capable of solving, not an inevitable consequence of man's conflictive nature or aggressive tendencies.

4. Become committed to democratic processes and institutions for resolution of conflict rather than to authoritarian solutions or institutions.

5. Develop a reasonable tolerance for anxiety and ambiguity caused by conflict in one's life while still attempting to resolve these ambiguities.

6. Resist temptations to place blame in conflict situations and, instead, focus on the problem of finding non-violent resolutions to conflicts that satisfy as many goals as possible for all parties.

7. Become aware of one's own aggressive feelings and thoughts, channeling them into constructive outlets (e.g., accept physical mastery of one's own body as a substitute for violent behavior toward others).

III. SKILLS OBJECTIVES: cognitive, academic and social skills are necessary for the integration of knowledge with the student's behavior and are developed through the learning activities of the curriculum unit.

Cognitive Skills Objectives (operational tasks for thinking)

| Cognitive Skill | Representative Student Behavior |
|---|---|
| Observing | Given an array of data, students can identify various items (individuals, objects, events, or ideas) included in this array on the basis of certain objective characteristics which they possess. |
| Describing | Given various items (individuals, objects, events, or ideas), students can identify the particular objective characteristics which the items possess that caused them to be noticed in the first place. |
| Classifying | Given an array of data, students can identify certain characteristics which various items (individuals, objects, events, or ideas) included in the array have in common, group the items on the basis of these commonalities, and then assign logically defensible and abstract labels to these groups. |
| Reclassifying | Given a number of groups of items previously formed (by themselves or other students), students can reform the items into new groups and relabel the groups in equally defensible ways. |
| Differentiating | Given a number of examples and non-examples of a certain concept, students can state which are examples and which are non-examples and tell why. |
| Defining | Having examined a number of examples and non-examples of a given concept, students can state a definition in which the essential attributes (characteristics) of the concept are presented. |

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| Comparing and Contrasting | Given two or more different items (individuals, objects, events, or ideas), students can correctly state the similarities and differences which exist among the items. |
| Relating | Given two or more lists of information (individuals, objects, events, or ideas), students can indicate correctly which items in the first list are associated with various items in the second list. |
| Generalizing | Given a detailed list of items (individuals, objects, events, or ideas), students can state valid generalizations (that they have not been given previously) and, when asked, can provide the sources and limitations of the generalizations which they have formed. |
| Predicting (applying generalizations previously learned) | Given a generalization previously developed or acquired and given a new situation, problem, or question to which the generalization applies, students can make a statement or take other action that represents a defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. |
| Questioning | Given an assertion, argument, or other item of information expressed in very general terms, students can, when asked, state questions, the answers to which get at the essential features, characteristics, or issues involved directly and provide a sound basis for analysis of the assertion, argument, or other item of information initially presented. |
| Using a Systems Analysis of political behavior | Given a political situation (individuals of nations interacting in a political context), students can analyze that situation by identifying, describing, delimiting and explaining components of |

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| | the situation and their effects on each other using a set of symbols (systems diagrams) that comprise the whole (termed political behavior). |
| Explaining | Given a set of events occurring or positions presented (one of which is identified as the event or position to be explained) in a social setting, students can give a plausible and logically sound explanation of the chains of cause-and-effect relationships that resulted in the occurrence of the event or the presentation of the position. |
| Offering alternatives | Given a discussion or other setting in which generalizations, predictions, or explanations have been stated, students occasionally suggest that additional evidence or a different line of reasoning might lead to changes in one or more of the generalizations, predictions, or experiences. |
| Hypothesizing | Given relevant facts about an individual, society, or situation, students can state one or more logically sound but informally worded hypotheses (that they have not been given previously) about that individual, society, or situation today, in the past, or in the future. |
| Formulating original ideas | Given discussion situations in which there is apparently a rather general agreement on a particular line of reasoning, students occasionally make comments that represent significant departures from the trend and that appear to have some likelihood of leading to useful relationships or conclusions. |

Academic Skills (operational tasks for doing, in an academic context)

Reading: books, articles, magazine excerpts, newspapers, reviews, appendices and other printed matter

In our culture, reading is essential. Individuals must be helped to read as effectively and intelligently as their unique capabilities permit. Thus, opportunities for vocabulary development and enrichment (e.g., through being exposed to the usefulness of word-recognition techniques such as context clues, or known word elements such as prefixes and suffixes) must be provided. Students need to acquire additional meanings for words they already possess. They also need to learn how books are organized and how to locate and use printed matter of all kinds.

Note-taking: using study questions, during unstructured reading sessions, when the class exchanges information after a period of research or upon listening to resource people; this involves in particular referring to a wide variety of source materials

Students need to develop their own schemes for organizing and connecting information which they obtain. Since there is no single text around which the units in this curriculum are organized, a rather heavy emphasis is placed upon note-taking and the preparation of individual notebooks. Such notebooks serve as "data banks" for retrieval purposes.

Viewing: films, filmstrips, pictures, transparencies and the natural environment

First-hand experiences like field-trips need to be provided to clarify concepts of abstract terms and relationships (at the primary level, for example, the processes involved in operating a supermarket). Continual efforts should be made to relate words to events (or individuals) that students see or hear in pictures, films, filmstrips, or on records and tapes.

Listening: to records, tapes, guest speakers, teachers, parents and peers

Students need to learn how to speak and listen. Panel discussions, oral and written reports, interviewing opportunities, and role-playing all can help in this regard, and practice should be provided throughout the grades. In addition, providing opportunities for students to listen is equally important (guest speakers, records, tapes, radio, television, poetry read aloud--all are listening resources). Still further, students need to learn how to attend to, comprehend, and evaluate oral and written sources (for example, comparing and contrasting two or more speakers' comments on a given event or occurrence).

Outlining: of information obtained from printed, oral or visual sources

Students must also be able to express themselves clearly in writing. Practice in writing individual and group reports can help develop this skill. Assigning many short papers is probably of more value in this regard than one large term report as a sort of cumulative activity. Here again, students need to be helped to avoid vague terms, to distinguish between statements of fact, inference, and judgment.

Caption-writing: concise, accurate descriptions for bulletin boards or other classroom or report displays

Making Charts: for example, of the decision makers and their spheres of influence during the Cuban Missile Crisis

Reading and Interpreting Maps: for example, noting the differences between South Vietnam and Viet Cong maps of territory held by each and learning how to interpret the validity of each set of information as well as gaining additional implied information (e.g., urban and rural population locations, tribal areas, the natural environment)

Also important is developing a sense of place and space. Continual and frequent reference to maps and globes (e.g., through asking students to note directions, compute distances, locate places, and express relative location); explanation and use of scale and symbols, exposure to different kinds of projections; comparisons between different kinds of maps; and drawing inferences from maps are all important.

Diagramming: for example, of family and social structures in different cultures

Tabulating: for example, the votes of Congressional members on foreign aid appropriations (this skill can be expanded to include several tabulations which produce a charting of votes over a period of time which would then require the interpretation of patterns that might result related to social, economic, political, geographical and international factors)

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| Constructing Timelines: | for example, of wars fought from 1500 to the present, including significant cause-and-effect events |

Students need to develop a sense of time and chronology. Thus, primary children can master the telling of time through the use of clock mock-ups, calendars, placing events in order of occurrence and relating dates to their personal life experiences. Older children can be exposed to a more in-depth study of a past culture in order to increase their sense of historical chronology, asked to make generalizations about time in terms of the development of social institutions, and then asked to apply their generalizations to new situations.

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| Asking Relevant Questions: | of guest speakers and other sources; this involves realizing that different questions serve different purposes. For example, to ask "Who discovered America in 1492?" brings forth but one answer and offers no insight into reasons. "Why did explorers set sail for unknown parts during the fifteenth century?" requests an explanation of why a certain series of events occurred. |

Students also need to learn how to read in different ways for different purposes. Thus, practice in skimming, reading to formulate questions to ask of a resource person, reading for details to answer study questions, and reflective reading for critical analysis all need to be cultivated.

Social Skills (operational tasks for doing, in a social context)

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| Planning with Others: | for example, how to divide the tasks involved in preparing a group-written report, or how to decide who will search for answers to which of several study questions |
| Participating in Research Projects: | a committee effort to research a problem of common concern, or working in two- or three-man small groups to investigate a particular topic |
| Participating Productively in Group Discussions: | through developing confidence in one's ability to contribute ideas and information to others |

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| Responding Courteousiy to Questions of Others: | through learning to listen to what others are asking and then to respond appropriately |
| Leading Group Discussions: | through learning how to ask appropriate questions, how to encourage others to speak, and how to refocus and clarify others' responses |
| Acting Responsibly: | through estimating what the consequences of a given action may be and taking responsibility for those actions which one initiates |
| Helping Others: | through providing assistance when one has information which will make it easier for another to succeed in a given task |

Social skills involve a concern for, and interaction with, other people. They are much broader in scope than academic skills and, accordingly, more difficult to implement. Social skills involve both facts and feelings; they are rarely learned completely and forever but continue to be developed throughout an individual's lifetime. As in the case of academic skills, however, certain factors appear basic to consider in developing these skills throughout a curriculum.

In Relation to Mankind. Students need to be helped to identify with others in situations different from their own, to empathize with others' concerns, to "feel" as they do, and to see things from another's point of view. They may learn to do this by identifying how individuals in other cultures feel in a conflict situation, or by role-playing individuals trying to decide how to deal with a particular problem with which they are faced.

Students need to be helped to avoid using stereotypes as a means of classifying individuals (e.g., by learning to recognize and analyze propaganda techniques; by learning to distinguish between factual reports, inferences, and value judgments, and by learning, as emphasized in the curriculum, that people in different cultures are individuals with unique perceptions and desires).

In Relation to Self. Students need to be helped to examine their own feelings, sensitivities, and values in order to understand themselves as thoroughly and honestly as possible (e.g., by writing essays on topics like "What Makes Me Angry or Happy," through reacting and responding to others' opinions and others' critiques of their work, and by revising such work accordingly, when appropriate).

In Relation to Class and Others. Students should be expected to assume responsibility for actions they initiate (e.g., they should be able to plan with others, decide who will do certain tasks, and accept specific responsibilities on a group research project or committee investigation).

Students need to learn how to work effectively with others as members of a group (e.g., through participating in panel and classroom discussions, group research projects, committee work, and two- or three-man team efforts).

Political Skills. A range of political skills exists which will be developed as part of one's social skills depending on the degree of involvement in political activity.

At the very minimum every citizen must know how to vote and specifically what his rights are and how he can accordingly behave and be treated. He should further be able to distinguish between personalities and issues when making political judgments; this often involves making decisions with inadequate factual information and from an emotional or morally based position. To the fullest extent possible and as relevant to his own specific situation, the citizen should be capable of making effective use of complex institutions and bureaucratic procedures. These skills are very general and essential for any individual living in a complex society. Without them, a person will be unable to participate in the society in a manner beneficial to himself.

Depending on the level of political activity a student desires, a number of specific political skills need to be learned. These, too, range from simple to sophisticated; the degree of mastery will usually indicate how politically effective an individual may be. In-class activities can be planned which will simulate many of these skills as they would be practiced in adult life. Further opportunities to practice these skills in real political situations can be planned for extracurricular activity.

Letter writing

Petitioning

Door to door "campaigning"

Demonstrating (non-violent)

Compromising or bargaining

Writing political statements or platforms

Summarizing complicated political issues, in written or verbal form, for discussion purposes

Debating and public speaking (prepared and extemporaneous)

Defusing emotional issues for purposes of communicating with political opponents

Political organizing

# APPENDIX D: DEFINITIONS

## DEFINITIONS

1. COURSE: An organized amount of content (subject matter) and learning activities to be studied over a given period of time, usually one or two semesters (e.g., U.S. History I).

2. TOPIC: A particular theme, period or subject to be studied within a course (e.g., Families Around the World; Conflict Resolution). Suggests much of the subject matter for a particular unit.

3. UNIT: A specific amount of content and learning activities, organized around a particular topic, and developing a particular concept or idea.

4. CONCEPT: A word-label used to represent the many characteristics in common which otherwise different things (events, ideas, objects, individuals, etc.) have in common. Such word-labels may represent concrete things (e.g., table); abstract things (e.g., home) or very abstract qualities (e.g., blueness).

5. FOCUSING CONCEPT: The ideational focus around which a unit is developed.

6. DEVELOPMENTAL IDEA OR GENERALIZATION: A hypothesis that suggests a powerful relationship among facts and concepts. "Powerful" means that the relationship indicated is widely applicable, has considerable truth probability, contains one or more abstract concepts, and leads on to or suggests other insights (e.g., As man interacts with his environment, both he and the environment are changed). Developmental ideas are manifestations of the focusing concept. They may be a part of or (at times) larger than the focusing concept.

7. HYPOTHESIS: Used here synonymously with developmental idea.

8. CONTENT SAMPLE: A specific event, occurrence, action, individual, etc., selected and studied in detail as an example of a developmental idea or abstract concept.

9. OVERALL GOALS: General abstract statements that represent long-range outcomes of an instructional program (e.g., "recognizing the dignity and worth of every individual").

10. INSTRUCTIONAL OBJECTIVES: More specific and precise statements of desired student behaviors to be worked for in the short run (e.g., given a series of events, students explaining the reasons behind a given action occurring as it did).

11. AFFECTIVE OBJECTIVES: Instructional objectives that deal with attitudes, feelings, or values (e.g., as an example of the overall affective goal in 9 above, a teacher might encourage students to "wait until others have finished speaking before they speak themselves").

January 1971

APPENDIX E: MATERIALS USED IN SMALL-GROUP EXERCISE FOR CURRICULUM UNIT DEVELOPMENT

DIABLO VALLEY EDUCATION PROJECT WORKSHOP, JANUARY 1971

1. Developmental Idea Outline: Conflict

2. Model Unit Outline: Methods of Conflict Resolution

DIABLO VALLEY EDUCATION PROJECT

DEVELOPMENTAL IDEA OUTLINE: CONFLICT

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|---|---|
| Universality | All human relations consist of two closely interrelated processes: the conflictual and the integrative. |
| Origins | Conflict occurs when two or more parties pursue mutually incompatible values or methods. |
| Dynamics | All conflict situations follow patterns of escalation and de-escalation based on reciprocal perceptions of threat or injury. |
| Development | The manner in which a conflict develops is significantly affected by a number of variables. |
| Effects | Conflicts can be either functional or dysfunctional to the parties involved. |
| Methods of Resolution | Conflicts can be resolved through a number of methods. |
| Techniques of Resolution | The unilateral actions of the conflicting parties affect the opportunities for resolution of the conflict. |

# DEVELOPMENTAL IDEA OUTLINE: CONFLICT

UNIVERSALITY

I. All human relationships consist of two closely interrelated processes: the conflictual and the integrative.

   A. When two or more parties come into contact with each other, they may choose to make their relationship primarily conflictual or primarily integrative.

   B. If the initial relationship is primarily integrative, some elements of conflict will inevitably emerge.

   C. If the initial relationship is primarily conflictual, at least a few strands of understanding and reciprocation (integration) will emerge.

ORIGINS

II. Conflict occurs when two or more parties pursue mutually incompatible objectives or use mutually incompatible methods.

   A. Conflictual relationships tend to occur when the parties involved perceive incompatibilities between themselves regarding the variables described in section IV (below).

   B. Integrative relationships tend to occur when the parties perceive themselves to be compatible regarding the variables described in section IV (below).

   C. The previous experiences and future expectations of the interacting parties tend to determine whether their relationship will be primarily conflictual or integrative.

DYNAMICS

III. All conflict situations tend to follow patterns of escalation and de-escalation based on reciprocal perceptions of threat and injury.

   A. The misperceptions of an opponent's actions may initiate a process of conflict escalation.

   B. As reciprocal threats and injuries intensify, the parties may find no alternative other than to fight it out until one has reduced the other to submission.

   C. At some point, however, the penalties associated with an added increment of hostility may appear too great to one or both parties, and the conflict may decelerate.

D. The higher the tension in an international system, the stronger will be the probability that an incident will be perceived by one actor or another as injurious, threatening or provocative.*

E. Once a reaction process has set in, the higher the tension, the stronger will be the probability that the issues of earlier competition will be obscured, that the actors will look for threats and respond with counter-threats, and that acts of violence or potential violence will increase.*

F. As tension increases in the interaction process, time will be perceived by the individuals or leaders involved as an increasingly salient factor in decision-making, and they will become increasingly concerned with elements of the immediate future rather than with more long-range considerations and possible outcomes.*

G. As tension increases, the leaders involved in an interactive process will perceive their own range of alternatives becoming more restricted than those of their adversaries, and the range of alternatives for their allies becoming more restricted than the range available to their adversaries.*

H. The higher the tension in a reaction process, the heavier will be the overload upon channels of communication, the more stereotyped will be the information content of the messages, the greater will be the tendency to rely upon extraordinary or improvised channels of communication.*

DEVELOPMENT

IV. The manner in which a conflict develops is significantly affected by a large number of variables.

A. The internal characteristics of the parties in the conflict (e.g., their values and motivations; aspirations and objectives; natural, technological, intellectual, and social resources for waging or resolving conflict; beliefs about the desirability or undesirability of conflict; beliefs about strategies and tactics; the degree of internal cohesion; the nature of the internal decision-making process; the degree of centralization of internal control.)

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*A reduction in tension tends to produce the opposite effect. See Techniques of Conflict Resolution, page 6.

B. The prior relationships among the parties (e.g., their attitudes, beliefs, and expectations about one another; the degree of polarization and tension between the parties).

C. The nature of the issue precipitating the conflict (e.g., its scope, rigidity of formulatior, and frequency of occurrence).

D. The social background within which the conflict occurs (e.g., culture, economic level, acceptance of authority, degree of integration in the society; and availability of institutions for resolving or regulating the conflict).

E. The perceptions of the consequences to each of the participants and to other interested parties (e.g., the gains or losses relating to the immediate issue in question; precedence established, the internal changes in the participants resulting from the conflict, the long-term effects on the relationship between the involved parties, and the reputation that each party develops in the eyes of the various audiences).

F. The level at which the conflict takes place (e.g., conflict takes place on all levels from the intra-personal to the inter-national.

EFFECTS

V. Conflicts can be either functional (constructive) or dysfunctional (destructive) to the parties involved. Sample propositions illustrating this include:

A. Dysfunctional propositions:

1. Conflict tends to be dysfunctional for a social structure in which there is no or insufficient toleration and institutionalization of conflict.

2. Social systems lacking social solidarity are likely to disintegrate in the face of outside conflict although some unity may be despotically enforced.

3. Groups engaged in continued struggle with the outside tend to be intolerant within; they are unlikely to tolerate more than limited departures from the group unity.

4. Conflicts in which the participants feel that they are merely the representatives of collectivities and groups, fighting not for self but for the ideals of the group they represent, are likely to be more radical and merciless than those that are fought for personal reasons.

B. Functional Propositions

1. Conflict sets group boundaries by strengthening group cohesiveness and separateness from other groups.

2. Intergroup conflict reduces intra-group tension and facilitates maintenance of social interaction within the group.

3. Conflict results in the establishment of group norms.

METHODS OF RESOLUTION

VI. Most conflicts can be resolved through techniques other than violence or avoidance.

A. Avoidance: Conflicts may be resolved through unilateral or mutual withdrawal from the field of conflict.

B. Conquest: Conflicts may be resolved through the elimination (violently or non-violently) of one of the conflicting parties.

C. Process: Parties to a conflict can remain in contact with each other and resolve their conflicts without violence. However, they must first recognize the existence of the conflict and determine its real causes before procedural resolution can be effective.

1. Reconciliation: Conflicts may be resolved when the parties to the conflict change their value positions so that they come to have common preferences in the joint field.

2. Compromise: Conflicts may be resolved when the conflicting parties maintain divergent preferred positions in the common field, but each agrees to less than his ideal position rather than continue the conflict.

a. Bargaining: The parties to the conflict may negotiate with each other and reach positions in the joint field acceptable to both but which are less than the ideal of either.

b. Conciliation: A third party may intervene to clarify misunderstandings between the conflicting parties so that they can more readily reach positions in the joint field which, although not the ideal of either, are in the view of both parties more acceptable than continuance of the conflict.

c. Mediation: A third party respected by the conflicting parties may suggest a solution involving a change in goals which may become acceptable to both parties while not satisfying either completely.

3. Award: Conflicts may be resolved when both parties either agree or are forced to accept the verdict of an outside agency rather than continue the conflict.

a. Administration: A central authority may be recognized by all parties as having the power of "award" in the joint field.

b. Arbitration: The parties to a conflict agree to submit their cases to an impartial arbitrator and to abide by his judgment.

c. Adjudication: Conflicts may be resolved by a legal institution having jurisdiction over the conflicting parties and the power to enforce its decision.

d. Legislative Settlement: Conflicts over what the law should be may be resolved within a legislative body through the use of all the procedural means noted above and with final resolution based on a predetermined voting procedure.

RESOLUTION TECHNIQUES

VII. Unilateral actions of the conflicting parties determine the opportunities for resolution of the conflict.

A. Unilateral threats or acts of violence (or anything perceived as such by the opponent) tend to reduce the likelihood of conflict resolution by procedural means.

1. Such acts or threats tend to evoke reciprocal threats or acts of violence from the contending party, thus escalating the conflict.

B. The probability of conflict resolution may be significantly improved by the unilateral acts of one or both of the parties to the conflict:

   1. Changing the demands of one party (e.g., requesting a decision different from one already rejected by an opponent; asking a different person for a decision, one more able to make the desired decision; narrowing the demands to more specific matters; fractionating the demands indicating how much response is required now, how much later and specifically from which parties).

   2. Changing the offer of one party (e.g., improving what happens to an adversary if the demands are met, i.e., provide the benefits sooner; creating a positive opportunity which will fade if not acted on soon; stating objectives in terms already espoused by the adversary or which are publicly supported by important third parties or world opinion; taking steps to increase the level of the scarce value or resource involved in the conflict).

   3. Changing the threat or consequences to the opponent (e.g., appealing to whatever law or legal institutions or higher authority recognized by both sides; proposing laws or legal institutions which, if they existed, would permit fair resolution of the dispute; reducing the disadvantages to the adversary if the demands are met; making the offer more credible by offering guarantees and avoiding bluffs).

C. Acts designed by the initiator to be either threatening or conciliatory may still be perceived by the opponent as their opposites.

   1. Adverse responses to conciliatory acts may ensue even when the opponent perceives the act as conciliatory.

MODEL UNIT OUTLINE

(Due April 25, 1971)

Course: American History

Focusing Concept: Methods of Conflict Resolution

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives: e.g., provide students with an understanding that there are alternative means for resolving conflict.

Attitudinal Objectives: e.g.,
1. Prefer non-violent rather than violent processes for the resolution of conflict.
2. Become committed to seeking all possible alternatives to war or violence as means for defending values or society, or for causing social change.
3. Believe that war is a failure in human institutions which man is capable of solving, not an inevitable consequence of man's conflictual nature.
4. Prefer democratic processes and institutions for resolution of conflict, rather than authoritarian solutions or institutions.

Skills Objectives: e.g.,
1. Thinking Skills: e.g., observing, describing, classifying and generalizing.
2. Academic Skills: e.g., diagramming, outlining, and map reading.
3. Social Skills: e.g., participating in research projects, acting responsibly, participating productively in group discussions.

| DEVELOPMENTAL IDEAS | CONTENT OUTLINE (Topic: World War II) | LEARNING STRATEGIES |
|---|---|---|
| I. Conflicts can be resolved through techniques other than violence or withdrawal.<br><br>A. Avoidance: Conflicts may be resolved through unilateral or mutual withdrawal from the field of conflict.<br><br>B. Conquest: Conflicts may be resolved through the elimination (violently or non-violently) of one of the conflicting parties. | * U.S. non-involvement, 1936-40<br>* Britain and France re German takeover of Czechoslovakia and Austria<br><br>* Germany conquers Czechoslovakia and Poland<br>* Allies invade and conquer Germany, Italy, and Japan | (This column contains specific references to materials, i.e., films, readings, simulation games, etc. Eventually, these will be arranged in the Input, Organization, |

| DEVELOPMENTAL IDEAS | CONTENT OUTLINE (Topic: World War II) | LEARNING STRATEGIES |
|---|---|---|
| C. Process: Parties to a conflict can remain in contact with each other and resolve their conflicts without violence. However, they must first recognize the existence of the conflict and determine its real causes before procedural resolution can be effective. | | Expression sequence recommended by Jack Fraenkel.) |
| 1. Reconciliation: Procedural conflict resolution may take place when the parties to the conflict change their value positions so that they come to have common preferences in the joint field. | * FDR and Churchill agree on grand strategy for war (Europe first, Japan second priority) | |
| 2. Compromise: Procedural resolution may take place when the conflicting parties maintain divergent preferred positions in the common field, but each agrees to less than his ideal position rather than continue the conflict. | | |
| a. Bargaining: The parties to the conflict may negotiate with each other and together reach a position in the joint field acceptable to both but which is less than the ideal of either. | * U.S. agrees to invade North Africa first, rather than France<br>* Yalta Conference (division of Europe between Allies) | |
| b. Conciliation: A third party may intervene to clarify misunderstandings between the conflicting parties so that they can more readily reach positions in the joint field which, although not the ideal of either, are in the view of both parties more acceptable than continuance of the conflict. | * Swedish Ambassador attempts conciliation between Britain and Germany (August 1939)<br>* Nisei chick-sexers released from internment to work in poultry industry | |

| DEVELOPMENTAL IDEAS | CONTENT OUTLINE (Topic: World War II) | LEARNING STRATEGIES |
|---|---|---|
| c. Mediation: A third party respected by the conflicting parties may suggest a solution involving a change in goals which may become acceptable to both parties while not satisfying either completely. | * Swedish Ambassador intervenes to save Paris from destruction (Is Paris Burning?) | |
| 3. Award: Procedural resolution may take place when both parties either agree or are forced to accept the verdict of an outside agency rather than continue the conflict. | | |
| a. Administration: A central authority may be recognized by all parties as having the power of "award" in the joint field. | * General Eisenhower settles disputes between British and American generals with specific orders to each | |
| b. Arbitration: The parties to a conflict may agree to submit their cases to an impartial arbitrator and to abide by his judgment. | * National Labor Relations Board given the power to arbitrate labor disputes in U.S. wartime economy | |
| c. Adjudication: Conflict may be resolved by a legal institution having jurisdiction over the conflicting parties and having the power to enforce its decision. | * Nuremburg War Crimes Tribunal<br>* Japanese (Nisei) internment trials | |
| d. Legislative Settlement: When a legislative body has jurisdiction in the joint field, an appropriate law may be enacted utilizing any of the above techniques. | * Congress passes Neutrality Act of 1935<br>* Congress passes Draft Law of 1940 | |

APPENDIX F: SCIENCE AND CONFLICT

NOTES FROM A DISCUSSION WITH SCIENCE TEACHERS, THE MT. DIABLO UNIFIED SCHOOL DISTRICT CURRICULUM CONSULTANT FOR THE SCIENCES AND THE DIRECTOR OF THE DIABLO VALLEY EDUCATION PROJECT

DIABLO VALLEY EDUCATION PROJECT
WORKSHOP, JANUARY 13, 1971

IDEAS FOR RELATING SCIENCE EDUCATION TO EDUCATION ABOUT WAR, PEACE, CONFLICT AND CHANGE

Notes on a discussion, by Richard J. Merrill

## Ideas Related to Developmental Idea Outline: Conflict

(The numbers and letters refer to the original outline; see Appendix E.)

II. ORIGINS: "A conflict occurs when two or more parties pursue mutually incompatible objectives or use mutually incompatible methods."

A number of ideas are related here. One is that application of science may help us predict when objectives that seem on the surface to be compatible may eventually become incompatible. For instance, the objective of bringing economic health to an area through industry may be incompatible with the objective of keeping the area free from pollution and maintaining as much natural area as possible. Why the objective of getting fresh water as cheaply as possible may be incompatible with the objective of keeping certain rivers in their natural or wild state. Almost any value we can have eventually (carried to its logical conclusion) comes in conflict with some other. Scientists are now beginning to face and talk about the dilemma posed by the fact that the search for truth and knowledge, which would seem to be an unassailable value, may come in conflict with the ability to protect mankind from annihilation or widespread disaster. This conflict came into sharp focus in persons like Edward Teller and Robert Oppenheimer in connection with the development of nuclear weapons, but it also applies in a more subtle way to all those whose discoveries have reduced the death rate with the possible consequence of disastrous overpopulation.

Another kind of conflict that faces the scientists now is whether individual scientists (who collectively constitute science manpower) can continue to enjoy the freedom they have had to "do their own thing" in the search for knowledge or whether the crises facing mankind will require that they be drafted to work on the solution of the problems that are identified as having high priorities. John Platt analyzes this question in some depth in his article "What We Must Do," in Science, November 23, 1969, issue.

III. DYNAMICS: A. "The misperception of an opponent's actions may initiate a process of conflict escalation."

A number of concepts related to communications theory would seem to apply here. Noise level, amplification, feedback, are a few principles involved.

Another idea that is useful, at least as an analogue, is that of stable versus unstable systems. In physics, the stable system is defined as one in which a displacement sets up forces which tend to return the system to its original state; that is, the way it was before it was displaced. An example is a rocking chair which if tilted within limits will return to its original position. In chemistry this is called Le Chatelier's Principle. When a system in equilibrium is disturbed, it tends to react in such a way as to minimize the disturbance. On the other hand, an unstable system is one which may be static, but when given the slightest displacement will set up forces which amplify the displacement. Picture the rocking chair carefully balanced on the point of its rocker. The slightest push either way will cause it to topple. Likewise, the forest surrounded by the atmosphere is in a chemical sense an unstable system. Lighting a small fire may result in converting the whole patch of woods into carbon dioxide and water and ashes.

Another thought here is the physiological and psychological aspects of communications and perception by human beings. This is one area that might well lend itself to laboratory work. Influence of hormones, for instance the residual effect of adrenalin introduced into the system during a conflict but remaining after the cause for conflict has disappeared, is another connection with science.

Finally, the whole notion of observation and gathering of data versus inference and interpretation of data which is so crucial in science is certainly related to "misperception of an opponent's action."

III. DYNAMICS: D. "The higher the tension in an international system, the stronger will be the probability that an incident will be perceived by one actor or another as injurious, threatening or provocative."

The concept of unstable systems certainly relates to high tension in international systems.

III. DYNAMICS: H. "The higher the tension in a reaction process, the heavier will be the overload upon channels of communication, the more stereotyped will be the information content of the messages, the greater will be the tendency to rely upon extraordinary or improvised channels of communication."

Again, communications theory is involved in "Overload Upon Channels of Communication."

IV. DEVELOPMENT: "The manner in which a conflict develops is significantly affected by a large number of variables."

Certainly the whole matter of identifying and sorting out, and controlling variables, should be stock in trade to science teachers. One can observe and experiment with systems ranging all the way from very simple ones in which very few variables are involved to ecological systems which have more variables than anybody knows of yet.

Here are some other ideas that we talked about that might relate either as a science contribution to a social studies class, or perhaps as ways of opportunistically relating science instruction to broader issues. The vast capability that is now developing for information storage and retrieval through computers is seen as a potential area of serious conflict. This may enable technological feats of astonishing magnitude such as landing a man on the moon and bringing him back safely and it may also involve an unprecedented invasion of privacy. Likewise, genetic engineering will cause us to have to create values where we have not needed them before, and where values are created, conflict is also created.

Another whole area of conflict may be related to a chemical influence on behavior. This is seen in the drug culture conflict, but also will occur in such applications as "chemically assisted learning" which could be converted to "chemically assisted indoctrination." If violent behavior can be controlled chemically, so can any other kind of behavior, e.g., sales resistance.

Advances in science and advances in educational technology may well serve to increase the gap between the have's and the have not's (economic, intellectual, or whatever).

The whole notion of systems of classification which is so useful to scientists is, I think, related to conflict. A classification may also be a stereotype. One of the things we need to work on in science instruction is the idea that classifications are useful but they are man-made and they are limited in their usefulness.

The whole notion of directional change comes into science at many points. Chemical systems change with time. Biological systems change with time, both in the short-term (such as aging) and in the long-term processes (evolution). Ideas in science change, not only theories but also data or the way in which particular data are viewed and interpreted. Values also change with time and thus the conflicts that arise out of these values are bound to change. Perhaps the notion of being able to distinguish a system that is undergoing directional change from one that is in dynamic equilibrium (where things are happening but they cancel each other out) is useful.

In physical and biological systems, organization or order is only attained through expenditure of energy and through creation of disorder somewhere else. A living system such as a human being is an extremely intricately organized system which maintains its order by systematically disorganizing its environment. To exist we must eat, which means we take in high energy molecules (which were put together with considerable expenditure of energy by some other living thing, ultimately by a green plant) and excrete simple molecules with a high degree of disorder (entropy). We also burn fuels, creating more chemical disorder to maintain our existence. Even the act of learning may produce more organization for us but expends energy and produces more disorder somewhere else. This whole notion, implicit in the second law of thermodynamics, that everything is bought at a price is something which needs to be understood much more widely than it is. We cannot talk of eliminating pollution, because in a sense we exist by our ability to create pollution. We can make rational choices about the kinds, amounts and locations of pollution that will be tolerated. In making these decisions, of course, many conflicts arise that will have to be resolved. The same principle applies to the identification, allocation, and utilization of energy sources and other natural resources that we utilize to maintain our existence.

The whole notion of interdependence in the organization of living things is certainly related to the interdependence in social systems that may be involved in conflict. I am referring here to the ideas expressed in conceptual theme F-2, "Living things are highly organized systems of matter and energy" which

is found on page 101 of the State Science Framework. It's also dealt with in theme G2, pages 104-106.

Another point of contact would be in a study of animal behavior to deal with the causes for conflict among animals. The Territorial Imperative by Robert Ardrey deals with this extensively.

Another area of study might be built around what happens to science and scientists in times of war, revolution, and other kinds of conflict. All sorts of case studies would be available, such as Joseph Priestley who was forced to flee England, Antoine Lavoisier who was beheaded during the French Revolution, Lysenko in Russia, Niels Bohr, Lise Meitner, and many others who were displaced by World War II, Teller, Oppenheimer, and others who were involved in the development of nuclear weapons, Galileo and others who were persecuted because their work got in the way of the values of the church, the scientists who performed "experiments" at Auschwitz and Dachau, such as Professor Clauberg, Dr. Entress, and Dr. Mengele, etc.

The role of war and conflict in stimulating research thay may produce peace-time benefits is another thing that might be looked into. The Haber Process for fixing atmospheric nitrogen, antibiotics, nuclear energy, radar, and a host of other communication advances are examples. The converse sort of situation should be considered, too, in which a seemingly harmless line of research has led to something which turned out to have tremendous war-making capacity. In fact, there seem to be very few areas of science research to which scientists now can safely retreat with assurance that their work will not be used to exploit the people or promote war and suffering.